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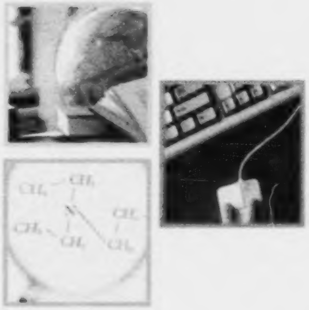

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Standard symbols

The following symbols are used in Statistics Canada publications:

.	not available for any reference period
..	not available for a specific reference period
...	not applicable
0	true zero or a value rounded to zero
0^s	value rounded to 0 (zero) where there is a meaningful distinction between true zero and the value that was rounded
^{p}	preliminary
^{r}	revised
x	suppressed to meet the confidentiality requirements of the *Statistics Act*
^{E}	use with caution
F	too unreliable to be published
*	significantly different from reference category ($p < 0.05$)

Education Indicators in Canada: An International Perspective

2013

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Foreword

The primary objectives of the Pan-Canadian Education Indicators Program (PCEIP) are to develop and maintain a set of statistics that provide information about education and learning in Canada and to support evidence-based policy making. PCEIP has been doing this since publishing its first set of education indicators for Canada and its jurisdictions in 1996. In September 2009, a set of international indicators was introduced in the first edition of ***Education Indicators in Canada: An International Perspective***. Each year, this PCEIP series presents indicators for Canada and its provinces/territories, placing them in a broader international context. The report has been designed to complement and expand upon the information for Canada that is provided annually to the Organisation for Economic Co-operation and Development (OECD) for publication in its *Education at a Glance (EAG)* report. The international context provided by the report supports the mission of the Canadian Education Statistics Council (CESC) to "create and commit to comprehensive and long-term strategies, plans, and programs to collect, analyze, and disseminate nationally and internationally policy-relevant and comparable statistical information."

A set of 11 international indicators is presented in *Education Indicators in Canada: An International Perspective 2013*. This year's set of indicators captures information on educational attainment, upper secondary graduation rates, labour market outcomes, expenditure on education, international students, transitions to the labour market, and the organization of learning environments at the elementary and secondary levels—for Canada, and for its provinces/territories.

The intention of this report is to allow Canada and its jurisdictions to be compared in an international context. The definitions, categories and methodologies have been aligned with those of the International Standard Classification of Education (ISCED) to allow standardized and comparable statistics, thus the figures in the report may differ somewhat from similar numbers produced by the provinces and territories themselves. This report's Notes to readers section includes explanations and descriptions of the relevant ISCED categories, and outlines how the Statistics Canada data used are aligned with this international system.

Highlights for all 11 indicators appear at the beginning of this report, and complete indicator texts are presented under four general themes: the output of educational institutions and the impact of learning (Indicators A1 through A3); financial resources invested in education (B1 through B3); access to education, participation and progression (C1 and C2); and the learning environment and organization of schools (D1 through D3). The tables for all of these indicators follow the chapters, and the report concludes with a list of Committees and organizations, which outlines the many individuals who have played important roles in producing and reviewing this report.

Education Indicators in Canada: An International Perspective 2013 is published by the Canadian Education Statistics Council (CESC) as part of its broader endeavour, the Pan-Canadian Education Indicators Program (PCEIP). The CESC is a partnership between the Council of Ministers of Education, Canada (CMEC) and Statistics Canada. The CESC was established in 1989 to improve the quality and comparability of Canadian education data and to provide information that can inform policy development in education.

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Acronyms and abbreviations

AANDC – Aboriginal Affairs and Northern Development Canada
ASETS – Access and Support to Education and Training Survey
CAUBO – Canadian Association of University Business Officers
CEGEP – Collège d'enseignement général et professionnel
CESC – Canadian Education Statistics Council
CMEC – Council of Ministers of Education, Canada
EAG – Education at a Glance
ESES – Elementary-Secondary Education Survey
FEDEX – Survey of Federal Government Expenditures in Support of Education
FINCOL – Financial Statistics of Community Colleges and Vocational Schools
FIUC – Financial Information of Universities and Colleges Survey
GDP – gross domestic product
GED – general education diploma
ILO – International Labour Organisation
INES – Indicators of Education Systems
ISCED – International Standard Classification of Education
LFS – Labour Force Survey
NEET – not in employment, not in education (or training)
NGS – National Graduates Survey
OECD – Organisation for Economic Co-operation and Development
PCEIP – Pan-Canadian Education Indicators Program
PISA – Programme for International Student Assessment
PPPs – purchasing power parities
PSIS – Postsecondary Student Information System
R&D – research and development
SLID – Survey of Labour and Income Dynamics
SUFSB – Survey of Uniform Financial System – School Boards
UNESCO – United Nations Educational, Scientific and Cultural Organization
UOE – UNESCO/OECD/Eurostat data collection

Introduction

Education Indicators in Canada: An International Perspective

This report, ***Education Indicators in Canada: An International Perspective 2013***, is the fifth in a series that reports on certain aspects of the educational systems in Canada's provinces and territories in an international context. A series of indicators that have been developed to align with the definitions and methodologies used by the Organisation for Economic Co-operation and Development (OECD) is presented. This set of internationally comparable indicators, which offer statistical information for several key themes, is organized by chapter:

Chapter A, ***The output of educational institutions and the impact of learning***, profiles educational attainment among the adult population. It also presents information on graduation and completion rates at the upper secondary level, and on relationships between educational attainment and labour market outcomes.

Chapter B, ***Financial resources invested in education***, focuses on expenditure on education. This information is presented both in terms of expenditure per student and expenditure in relation to the overall amount of resources as measured by GDP. The proportions of current and capital expenditures are also outlined.

Chapter C, ***Access to education, participation and progression***, explores the extent of international student enrolment in college and university programs in Canada and its provinces and territories, and how this has changed over time. Several aspects of the transition from education to the labour force are examined, including the extent to which young adults are neither employed nor in education.

Chapter D, ***The learning environment and organization of schools***, reports on the amount of time students must, in principle, spend in class as established by public regulations. It also presents information on key aspects of working environments for elementary and secondary school teachers: teaching time (as determined by policy) in the context of total working time, and salary.

International indicators

Canada has participated in the OECD's Indicators of Educational Systems (INES) programme since the project's inception in 1988. INES includes a set of indicators that allow comparisons of the education systems of its member countries. The OECD publishes the results annually in *Education at a Glance*.

Education Indicators in Canada: An International Perspective was developed to expand upon Canada's participation in INES and to broaden the Canadian statistical picture by providing comparable statistics for Canada's provincial/territorial systems of education. It is a product of the Pan-Canadian Education Indicators Program (PCEIP), and is considered a companion report to the OECD's *Education at a Glance*, which presents complete data for all OECD member countries, including Canada.[1]

The harmonized indicators presented in this 2013 edition align with a selection of indicators from the OECD's 2013 edition of *Education at a Glance*, and they were selected based on their policy relevance and the availability of data for Canada and its provinces and territories.

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[1] The 2013 version of *Education at a Glance: OECD Indicators*, which presents the latest statistics for the individual OECD member countries, is available free on the OECD Web site: www.oecd.org.

The definitions and methodologies agreed upon in developing the harmonized indicators were used to produce the data for Canada and the provinces/territories, and those definitions and methodologies may differ from those used in a particular province/territory. Consequently, the numbers presented in this report may differ from those published independently by the provinces/territories. Data for Canada and its provinces and territories are presented along with the most recent OECD averages.

About the Pan-Canadian Education Indicators Program

The Pan-Canadian Education Indicators Program (PCEIP) is an ongoing initiative of the Canadian Education Statistics Council: a partnership between Statistics Canada and the Council of Ministers of Education, Canada. More information about PCEIP, including the full line of products, is available on the Statistics Canada Web site at www.statcan.gc.ca and the Web site of the Council of Ministers of Education, Canada at www.cmec.ca.

Highlights

Chapter A: The output of educational institutions and the impact of learning

A1 Educational attainment of the adult population

- In Canada, the proportion of adults aged 25 to 64 with tertiary education (the equivalent of college and university completion) increased from 42% in 2001 to 51% in 2011—the highest rate among OECD countries. At the same time, the proportion of individuals with less than high school completion (labelled as "below upper secondary") decreased, from 18% to 11%. Similar changes were mirrored in the provinces.

- Ninety-two percent of Canadian adults aged 25 to 34 had attained at least upper secondary education in 2011, compared with 83% for those aged 55 to 64, reflecting change in attainment patterns for high school completion over time. There were relatively small differences between provinces in the proportion of adults aged 25 to 34 with at least a high school diploma; 2011 figures for all provinces ranged from 90% to 94%.

- In 2011, one-quarter (25%) of 25- to 64-year-olds in Canada had completed tertiary-type B programmes, far greater than the average of 10% reported by the OECD for its member countries. In Canada, tertiary-type B includes non-university certificates or diplomas from community colleges, CEGEPs, or schools of nursing, as well as university certificates below the bachelor's level. The proportion of women who had successfully completed tertiary-type B programmes (28%) was higher than the proportion for men (21%). In the traditionally male-dominated areas of trades and apprenticeship ("postsecondary non-tertiary" education), attainment was more common among men (15%) than women (8%).

- The OECD average for completion of tertiary-type A/advanced research programmes for 25- to 64-year-olds was 23%, which compares with Canada's figure of 27%. In Canada, tertiary-type A refers to bachelor and master's degrees and other university degrees or certificates above a bachelor's degree (but below a doctorate), and advanced research programmes comprises doctorates and post-doctoral programmes. The gender gap was less pronounced at this level of educational attainment, with figures of 28% for women and 26% for men.

A2 Upper secondary graduation

- Canada's upper secondary graduation rate was 83% in 2010. The OECD average was also 83%, and most OECD countries reported graduation rates of at least 80%. The upper secondary graduation rate corresponds to the probability that an individual will graduate from high school during his or her lifetime.

- In Canada, graduates under 25 years of age represented 95% of all graduates in 2010, compared with 93% for the OECD overall.

- Upper secondary graduation rates for females were higher than those for males in most provinces and territories, as well as in most of the OECD countries for which comparable data were available. In Canada, the rate for females was 87%; the rate for males, 80%.

- In Canada in 2010, successful completion in public schools was 74%. This indicator measures the "on-time" graduation of the 2007/2008 cohort of Grade 10 students (3^e secondaire in Quebec), an indication of the efficiency of the public school system. Among the provinces and territories, the proportion of students who completed their education within the expected time varied considerably, from 16% in Nunavut to 82% in Nova Scotia and New Brunswick.

A3 Labour market outcomes

- In Canada and other OECD countries, employment prospects increase with educational attainment. In 2011, Canada's employment rate for adults aged 25 to 64 who had not completed upper secondary education (high school) was 55%. In and throughout Canada, as well as in the OECD countries overall, the 2011 employment rates among the 25- to 64-year-old population were clearly highest—beyond 80%—among individuals who had a "tertiary education"; that is, a college or university credential.
- Between 2000 and 2011, employment rates were consistently higher among individuals with a tertiary education compared with those who had not attained that level of education, both throughout Canada and the OECD countries overall.
- In most OECD countries in 2011, the difference in employment rates between the sexes was less pronounced among graduates of tertiary-type A and advanced research programmes compared with the upper secondary graduates. In Canada, an 11-percentage-point difference was observed between the employment rates for men and women in the upper secondary graduation category: 78% for men compared with 67% for women. Among graduates of tertiary programs, both type B (college) and type A/advanced research programmes (university), the male-female differences narrowed to 7 and 5 percentage points, respectively.

Chapter B: Financial resources invested in education

B1 Expenditure per student

- In Canada in 2009/2010, expenditure per student at the secondary level ($12,200) was slightly higher than that at the primary level ($11,496) (Canadian dollars). The difference in expenditure between these two levels of education is usually larger among other OECD countries.
- In Canada at the pre-primary, primary and secondary level, the portion of expenditure per student allocated to core services represented 95% of the total expenditure per student. This is similar to the proportion spent on core services in the OECD countries overall: 94% for primary through postsecondary non-tertiary education. Expenditure on educational core services includes all spending directly related to education; i.e., on teachers, school buildings, teaching materials, books and administration of schools.
- The total expenditure per student on university education in Canada averaged $32,409 (Canadian dollars). Spending was above the Canada-level average in Alberta (59% above), Saskatchewan (26%), Prince Edward Island (10%) and British Columbia (8%).

B2 Expenditure on education as a percentage of GDP

- With 6.7% of its GDP allocated to educational institutions in 2009, Canada devoted a slightly higher share of its wealth to education than the OECD countries overall (an average of 6.3%). The share of GDP devoted to educational institutions varies from one province or territory to another. The allocation of financial resources to educational institutions is a collective choice, made by government, business, and individual students and their families. The share of GDP is partially influenced by the size of the school-age population and enrolment in education, as well as relative wealth.
- In 2009, 41.8% (2.8% of 6.7%) of the share of GDP that Canada invested in education was allocated to the tertiary sector. Among the OECD countries, Canada, along with the United States (38.4%) and Chile (37.5%), allocated the largest share of education spending to tertiary education.

B3 Distribution of expenditure on education

- The proportions of education expenditure allocated to current spending in Canada in 2009 were: 92.0% for primary, secondary and postsecondary non-tertiary education, and 88.8% for tertiary. These figures are fairly similar to the average proportions reported by the OECD for its member countries: 91.3% and 90.3%, respectively. Current expenditure reflects spending on school resources that are used each year for the operation of schools.
- For primary, secondary and postsecondary non-tertiary education, the compensation of staff (77.4%)—particularly teachers (62.5%)—accounted for the largest proportion of current expenditure in Canada in 2009, a situation mirrored in all other OECD countries. At the tertiary level in Canada, 64.7% of current expenditure was devoted to compensation of all staff; more than half of which (37.1%) was spent on compensation for teachers. In all provinces and territories, the proportion of current expenditure allocated to compensation of all staff employed in education was larger in the primary, secondary and postsecondary non-tertiary sector than in the tertiary sector.
- In Canada, 11.2% of education expenditure for tertiary education was allocated to capital expenditure; the OECD average was 9.7%. For primary, secondary and postsecondary non-tertiary, the corresponding figures for Canada and the OECD were 8.0% and 8.7%, respectively. Capital expenditure reflects spending on assets that last longer than one year and includes spending on the construction, renovation and major repair of buildings.

Chapter C: Access to education, participation and progression

C1 International students

- In Canada in 2010, over 100,000 international students were registered in tertiary programmes, and the vast majority of them (72.2%) were in tertiary-type A programmes. “International students” includes non-permanent residents, such as those with a study permit. It also includes those enrolled in a Canadian program from a Canadian institution that is not located in Canada (also known as “offshore students”) as well as non-Canadian students studying via the Internet.
- The number of international students who were pursuing studies in tertiary programmes in Canada more than doubled between 2001 and 2010, rising by 10.4% a year on average, with five provinces (Prince Edward Island, Ontario, Newfoundland and Labrador, Manitoba and Alberta) reporting average annual growth rates that were higher than the Canada average.
- In Canada, international students accounted for about one-fifth (21.8%) of the enrolment in advanced research programmes, a much higher proportion of enrolment than in tertiary-type A (7.2%) and tertiary-type B (6.4%) programmes.
- Students from China represented the largest group of international students from an individual country of origin, accounting for 26.9% of all international students in Canada, followed by students from the United States (7.7%), France (7.4%), India (6.0%), and South Korea (4.4%). China also provided the highest proportions of international students to all provinces but Quebec and New Brunswick.

C2 Transitions to the labour market

- In Canada in 2011, 43.7% of young adults aged 15 to 29 were still involved "in education". The most recent international average for the OECD countries was 47.2%. The proportion of females (45.9%) was higher than that for males (41.5%). The proportion of "in education" 15- to 29-year-olds remained quite stable in Canada over the 2001-to-2011 period.

- In 2011, 18.6% of 15- to 19-year-olds in Canada were no longer pursuing a formal education; the comparable OECD average is 14.4%. Many in this 15-to-19 age group were employed, and some could actually be high school graduates who had not engaged in any further education.

- The total "not in education" portion of the 15- to 29-year-old population also includes those who are neither employed nor in education (or training), referred to as the "NEET" population. In 2011, 13.3% of Canada's population aged 15 to 29 was neither employed nor in education, compared with the OECD average of 15.8%. In Canada and in the OECD overall, the highest proportion of individuals who were not in education and not in employment was in the 25-to-29 age group: 17.1%, which compares with the OECD's 20.0%.

Chapter D: The learning environment and organization of schools

D1 Instruction time

- In Canada in 2010/2011, the total compulsory instruction time in formal classroom settings was 8,282 hours, on average, between the ages of 6 and 14. By comparison, total compulsory instruction time for the OECD countries for which data were available was 7,488 hours, or 794 fewer hours than the average total compulsory instruction time in all public institutions in Canada during the 2010/2011 school year.

- Total compulsory instruction time for students aged 6 to 14 varied by province and territory, ranging from 7,739 hours in New Brunswick to 9,117 hours in the Northwest Territories.

D2 Teachers' salaries

- In Canada, the starting salary for teachers in public elementary and secondary schools was close to $46,000 Canadian dollars in 2010/2011, ranging from $39,742 in Quebec to $68,828 in the Northwest Territories.

- Although Canada and the OECD averages reveal similar relative differences between starting salaries and those at the top (ratios of 1.6 for Canada and the OECD at each level of education taught), Canada's teachers reached the top of their salary scales much sooner than their OECD counterparts (11 years in Canada versus 24 years on average in the OECD countries).

- In 2010/2011, teachers' salaries in and throughout Canada were similar regardless of the level of education being taught. Overall in Canada, average starting salaries (presented in US dollars for international comparisons) were $35,394 for teachers in both primary and lower secondary institutions, and $35,536 for those in upper secondary institutions. The comparable OECD averages (US dollars) were all lower, and they also varied by level taught, at $28,854, $30,216 and $31,348, respectively.

D3 Teachers' working time

- In Canada, primary school teachers taught an average of 799 hours per year in 2010/2011, compared with the OECD average of 790 hours. Figures vary by province and territory, ranging from 738 hours in Quebec to 905 hours in Alberta.
- Net annual teaching time was 743 hours at the lower secondary level (generally Grades 7 to 9) and 747 hours at the upper secondary level (generally Grades 10 to 12). These figures for Canada are higher than the averages for the OECD countries overall—34 hours higher at the lower secondary level and 83 hours at the upper secondary level.
- On average in Canada, net teaching time represents about 60% of teachers' total working time. It is similar for lower and upper secondary levels taught (60% and 61%), and higher at the primary level (65%). This ratio and the pattern across levels of education taught are similar to the average in OECD countries.

Notes to readers

Canadian and OECD indicators

The following table outlines the indicators presented in this edition of *Education Indicators in Canada: An International Perspective* alongside the corresponding indicators from *Education at a Glance 2013: OECD indicators*.

Education Indicators in Canada: An International Perspective 2013		*Education at a Glance 2013: OECD Indicators*	
A1	Educational attainment of the adult population	A1	To what level have adults studied?
A2	Upper secondary graduation	A2	How many students are expected to complete upper secondary education?
A3	Labour market outcomes	A5	How does educational attainment affect participation in the labour market?
B1	Expenditure per student	B1	How much is spent per student?
B2	Expenditure on education as a percentage of GDP	B2	What proportion of national wealth is spent on education?
B3	Distribution of expenditure on education	B6	On what resources and services is education funding spent?
C1	International students	C4	Who studies abroad and where?
C2	Transitions to the labour market	C5	Transition from school to work: Where are the 15-29 year-olds?
D1	Instruction time	D1	How much time do students spend in the classroom?
D2	Teachers' salaries	D3	How much are teachers paid?
D3	Teachers' working time	D4	How much time do teachers spend teaching?

ISCED classifications and descriptions

The following table introduces the International Standard Classification of Education (ISCED)[2] and provides a brief description for each category.

International Standard Classification of Education (ISCED) 1997 classification (and subcategories)	Description
Pre-primary education ISCED 0	The first stage of organised instruction designed to introduce very young children to the school atmosphere. Minimum entry age of 3.
Primary education ISCED 1	Designed to provide a sound basic education in reading, writing and mathematics and a basic understanding of some other subjects. Entry age: between 5 and 7. Duration: 6 years.
Lower secondary education ISCED 2 (subcategories: 2A prepares students for continuing academic education, leading to 3A; 2B has stronger vocational focus, leading to 3B; 2C offers preparation for entering work force)	Completes provision of basic education, usually in a more subject-oriented way with more specialist teachers. Entry follows 6 years of primary education; duration is 3 years. In some countries, the end of this level marks the end of compulsory education.

continued...

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[2] See the "Reader's Guide" in *Education at a Glance 2013: OECD Indicators*, published by the Organisation for Economic Co-operation and Development and available on the OECD Web site: www.oecd.org.

International Standard Classification of Education (ISCED) 1997 classification (and subcategories)	Description
Upper secondary education ISCED 3 (subcategories: 3A prepares students for university-level education at level 5A; 3B for entry to vocationally oriented tertiary education at level 5B; 3C prepares students for work force or for postsecondary non tertiary education at level ISCED 4)	Stronger subject specialisation than at lower-secondary level, with teachers usually more qualified. Students typically expected to have completed 9 years of education or lower secondary schooling before entry and are generally around 15 or 16 years of age.
Postsecondary non-tertiary education ISCED 4 (subcategories: 4A may prepare students for entry to tertiary education, both university-level and vocationally oriented education; 4B typically prepares students to enter the work force)	Internationally, this level straddles the boundary between upper secondary and postsecondary education, even though it might be considered upper secondary or postsecondary in a national context. Programme content may not be significantly more advanced than that in upper secondary, but is not as advanced as that in tertiary programmes. Duration usually the equivalent of between 6 months and 2 years of full-time study. Students tend to be older than those enrolled in upper secondary education.
Tertiary education ISCED 5 (subcategories 5A and 5B, see below)	
Tertiary-type A education [university-level] ISCED 5A	Largely theory-based programmes designed to provide sufficient qualifications for entry to advanced research programmes and professions with high skill requirements, such as medicine, dentistry or architecture. Duration at least 3 years full-time, though usually 4 or more years. These programmes are not exclusively offered at universities, and not all programmes nationally recognised as university programmes fulfil the criteria to be classified as tertiary-type A. Tertiary-type A programmes include second-degree programmes, such as the master's degree.
Tertiary-type B tertiary education [college; vocationally oriented] ISCED 5B	Programmes are typically shorter than those of tertiary-type A and focus on practical, technical or occupational skills for direct entry into the labour market, although some theoretical foundations may be covered in the respective programmes. They have a minimum duration of 2 years full-time equivalent at the tertiary level.
Advanced research programmes ISCED 6	Programmes that lead directly to the award of an advanced research qualification, e.g., Ph.D. The theoretical duration of these programmes is 3 years, full-time, in most countries (for a cumulative total of at least 7 years full-time equivalent at the tertiary level), although the actual enrolment time is typically longer. Programmes are devoted to advanced study and original research.

Mapping to ISCED

The report uses the International Standard Classification of Education (ISCED-97) to classify the highest level of education successfully completed (educational attainment) and levels of schooling (enrolment). The following tables show the correspondence between ISCED and the other data sources used for the indicators in this report.

Labour Force Survey (LFS)

ISCED	LFS (educational attainment)
ISCED 0/1	• Grade 8 or lower (Quebec: Secondary II or lower)
ISCED 2	• Grade 9 to 10 (Quebec: Secondary III or IV, Newfoundland and Labrador: 1st year of secondary) • Grade 11 to 13 (Quebec: Secondary V, Newfoundland and Labrador: 2nd to 4th year of secondary (non-graduate)
ISCED 3	• Grade 11 to 13 (Quebec: Secondary V, Newfoundland and Labrador: 2nd to 4th year of secondary (graduate) • Some postsecondary education (non-graduate)
ISCED 4	• Trade certificate or diploma from a vocational school or apprenticeship training

continued...

Labour Force Survey (LFS) (concluded)

ISCED	LFS (educational attainment)
ISCED 5B	• Non-university certificate or diploma from a community college, CEGEP, school of nursing, etc. • University certificate below bachelor's level
ISCED 5A/6	• Bachelor's degree • University degree or certificate above bachelor's degree

Note: The following indicators are based on data from the LFS: A1, Educational attainment of the adult population; A3, Labour market outcomes; and C2, Transitions to the labour market.

Postsecondary Student Information System (PSIS)

ISCED	PSIS enrolment (program type and credential type)
ISCED 5B	• Career, technical or professional training program (diploma) • Post-career, technical or professional training program (certificate, diploma, other type of credential associated with a program)
ISCED 5A	• Undergraduate program (certificate, diploma, degree [includes applied degree], attestation and other short program credentials, associate degree, other type of credential associated with a program) • Post-baccalaureate non-graduate program (certificate, diploma, degree [includes applied degree], other type of credential associated with a program) • Graduate qualifying program, second cycle (other type of credential associated with a program) • Graduate qualifying program, third cycle • Health-related residency program (certificate, diploma, degree [includes applied degree], other type of credential associated with a program) • Graduate program, second cycle (certificate, diploma, degree [includes applied degree], attestation and other short program credentials, other type of credential associated with a program)
ISCED 6	• Graduate program, third cycle (diploma, degree [includes applied degree], attestation and other short program credentials) • Graduate program, above the third cycle (diploma)

Notes: Information on enrolments from PSIS 2009/2010 was used for Indicator C1, International students. Indicator, B1, Expenditure per student, is based on several data sources, including PSIS.

OECD averages

As stated in the OECD's *Education at a Glance 2013: OECD Indicators*[3]:

> The OECD average is calculated as the unweighted mean of the data values of all OECD countries for which data are available or can be estimated. The OECD average therefore refers to an average of data values at the level of the national systems and can be used to answer the question of how an indicator value for a given country compares with the value for a typical or average country. It does not take into account the absolute size of the education system in each country.
>
> The OECD average can be significantly affected by missing data. Given the relatively small number of countries surveyed, no statistical methods are used to compensate for this. When a category is not applicable in a country or when the data value is negligible for the corresponding calculation, the value zero is imputed for the purpose of calculating OECD averages. When both the numerator and the denominator of a ratio are not applicable for a certain country, this country is not included in the OECD average.

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[3] See the "Reader's Guide" in *Education at a Glance 2013: OECD Indicators*, published by the Organisation for Economic Co-operation and Development and available on the OECD Web site: www.oecd.org.

OECD member countries

The OECD member countries are: Australia, Austria, Belgium, Canada, Chile, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Japan, Korea [South Korea], Luxembourg, Mexico, the Netherlands, New Zealand, Norway, Poland, Portugal, the Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, the United Kingdom, and the United States.

Please refer to *Education at a Glance 2013: OECD Indicators*, available on the OECD Web site at www.oecd.org, for the latest international statistics.

Limitations

Indicators combine discrete education statistics and give them context. This report presents a selection of indicators that places Canada and the provinces/territories in an international perspective; however, it is only a partial picture of the performance of Canada, the provinces and territories. Although indicators show trends and uncover interesting questions, they cannot by themselves provide explanations or permit conclusions to be drawn. Additional research will always be required to determine causes and suggest solutions. The aim of this report is to stimulate thinking and promote debate on global education issues.

The harmonized indicators presented in this 2013 edition align with a selection of indicators from the OECD's 2013 edition of *Education at a Glance*, and they were selected based on their policy relevance and the availability of data for Canada and its provinces and territories. The definitions and methodologies agreed upon in developing the harmonized indicators were used to produce the data for Canada and the provinces/territories, and those definitions and methodologies may differ from those used in a particular province/territory. Consequently, the numbers presented in this report may differ from those published independently by the provinces/territories.

Although the data for Canada presented in this report are, for the most part, identical to those presented by the OECD in this year's *Education at a Glance (EAG)*, there are some instances where figures may differ slightly. This is not due to differences in methodologies or in data years, but it does reflect revisions to initial figures that were provided at earlier stages through the UNESCO/OECD/Eurostat data collection (UOE) required for the production of *EAG*.

It is preferable to avoid comparing, for any given indicator, the results presented in this report with those presented in previous editions because certain methodological adjustments may have been made in some cases, or because certain data used in the calculations for indicators may have been revised.

The OECD and other international organizations provide detailed guidelines and definitions to help member countries complete the complex data collection process in order to achieve the highest possible level of comparability. However, the countries must best apply these guidelines to their own data. Depending on the degree to which national concepts match these guidelines and to which national classifications of education map adequately to ISCED, the comparability may be affected. For more detailed information on the latest international statistics, please refer to *EAG*, available on the OECD Web site at www.oecd.org.

Squared brackets [ ] are used in some tables when the data cannot be disaggregated to conform with the presentation of the ISCED classification categories. When a number appears in brackets, this indicates that the data for that category/column are actually included in the data in another category/column of the table. For example, a [5] appearing in Column 3 signals that the data required for Column 3 are, in this case, captured along with the data presented in Column 5.

Chapter A

The output of educational institutions and the impact of learning

A1 Educational attainment of the adult population

Context

This indicator provides a profile of the educational attainment of the adult population aged 25 to 64; that is, the percentage of that population that has successfully completed a certain level of education. For this international indicator, educational attainment reflects the highest level of education completed, based on the International Standard Classification of Education (ISCED) categories.[4] As all subsequent indicators are examined by educational attainment within this international structure, this opening indicator, A1, sets the stage with an overview of the situation in Canada, including a brief breakdown of attainment by sex to reveal any gender differences. Information on generational differences reflects the shifts in educational attainment over time. Overall trends are also presented. This portrait of educational attainment places Canada and its provinces and territories in an international context.

Education helps give individuals the tools they need to participate in social and economic life and is key to the social and economic well-being of a country. As a large number of people in the 25-to-64 age range will have completed their formal education, this indicator provides some information on the skills and knowledge of this segment of the population, the core one active in the labour market. Overall, the educational attainment of all individuals in the working-age population influences the competitiveness of economies and the prosperity of societies. Variations in attainment over time reflect differences in access to education, and indicate the evolution of knowledge available in the working-age population.

The distribution of educational attainment across Canada should not be considered an exact reflection of any educational system's output because many other factors come into play; for example, differences in labour market and economic situations, in the relative magnitude of international and inter-jurisdictional migrations, and the overall mobility of students and workers.

Observations

Educational attainment in Canada

In 2011, over half of Canadians aged 25 to 64 had successfully completed a college or university education. Recent figures for the highest level of education attained indicate that one-quarter (25%) of adults in this age group were in the ISCED 5B (college) category, while a fairly similar proportion, 27%, had completed their education at the ISCED 5A/6 (university) level (Table A.1.1). An estimated 12% were in the remaining postsecondary category (ISCED 4), with "postsecondary non-tertiary education", which includes certificates or diplomas from vocational schools or apprenticeship training. And just over one-quarter (26%) of individuals in Canada had an "upper secondary education" (ISCED 3A), meaning that they had successfully completed high school and this was their highest level of attainment. As expected, the proportions of individuals with less than high school completion were low: 8% for "lower secondary" (ISCED 2) and 3% for "pre-primary and primary" (ISCED 0/1).[5] This overall portrait of educational attainment among Canada's 25- to 64-year-old population in 2011 is based on data from Statistics Canada's Labour Force Survey (LFS).[6]

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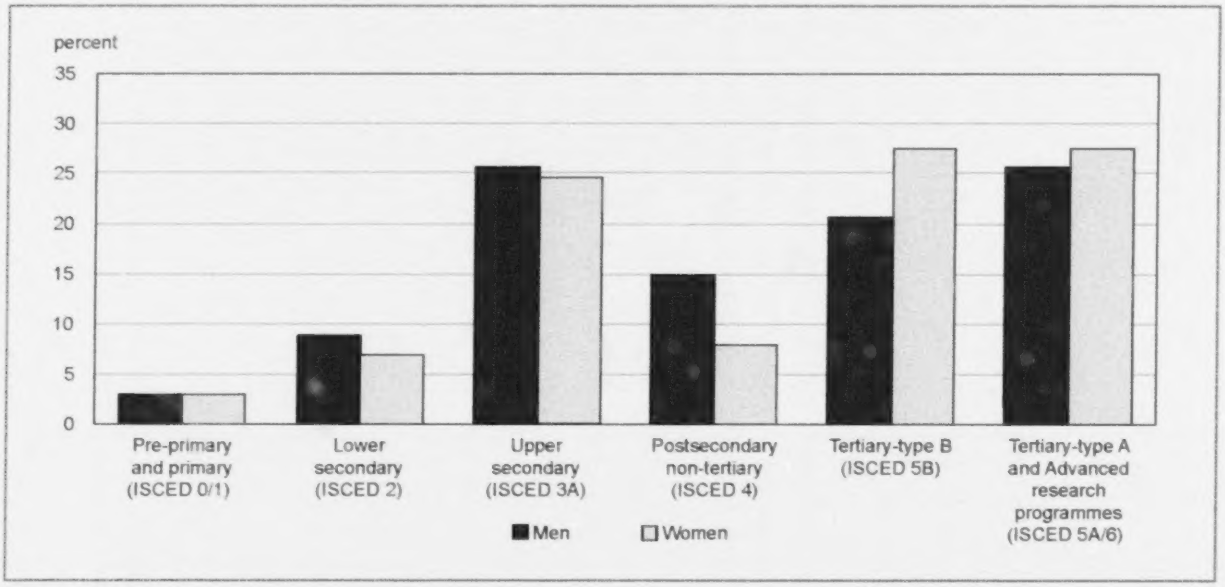
[4] See the "ISCED classifications and descriptions" section in this report's Notes to readers for brief descriptions of the ISCED categories.

Gender differences

For the attainment levels up to and including "upper secondary", which is high school completion, the figures for 25- to 64-year-old men and women in Canada were fairly similar in 2011 (Table A.1.1). But larger gender differences emerge at the postsecondary levels of attainment, particularly among individuals in the ISCED 4 category. This group reflects the traditionally male-dominated areas of trades and apprenticeships, thus it is not surprising that the proportion of men (15%) is close to double that of women (8%) (Chart A.1.1). The male–female differences shift in the opposite direction for college and university attainment. The proportion of women whose highest level of attainment was 5B (college) was 28% in 2011, beyond the 21% recorded for men. At the 5A/6 (university) level, the figure for women was also 28%, compared with 26% for their male counterparts.

In 2011, the proportions of women at the college level were above those for men in each of the age categories between 25 and 64 (Table A.1.3). At the university level, however, a different pattern is evident in such age-specific comparisons by sex. About one-quarter (24%) of men in the oldest age group, 55 to 64, had attained a university credential, compared with 1 in 5 women (20%). Moving downward by age group indicates when women began

Chart A.1.1
Distribution of the 25- to 64-year-old population, by highest level of education attained and sex, Canada, 2011



Source: Table A.1.1.

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[5] Due to rounding, totals may not match the sum of the individual values.

[6] For more information on the Labour Force Survey (LFS) educational attainment categories and the international classification scheme, see "Mapping to ISCED" in this report's Notes to readers section.

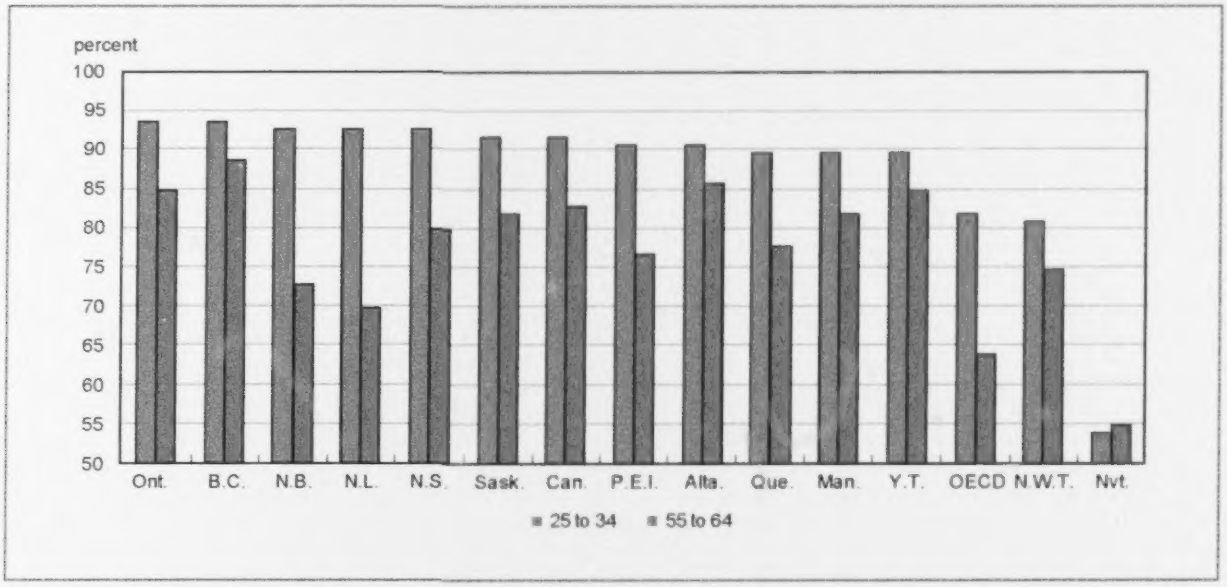
catching up to men (45 to 54), and then began surpassing them (35 to 44) in attainment at the university level. And finally, among the younger adults aged 25 to 34, the proportion of women was noticeably larger than that for men: 36% versus 26% in 2011. It is not possible, however, to distinguish the female–male differences for undergraduate and graduate degrees,[7] as the ISCED 5A/6 category, which reflects Labour Force Survey (LFS) data, captures a combination of all university degrees from bachelor's to PhD.[8]

Generational differences and high school completion

As expected, the large majority (89%) of Canadians aged 25 to 64 had attained at least upper secondary education in 2011 (Table A.1.2). A comparison of the younger (25 to 34) and older (55 to 64) adults in this population shows substantial progress in the proportion of individuals who are successfully completing high school. Attainment at this level is usually considered the minimal educational requirement when it comes to seeking employment and being competitive in the labour market (for more on this topic, see Indicator A3, "Labour market outcomes" in this chapter).

The proportion of individuals who had successfully completed at least a high school education was 92% for the adults aged 25 to 34. By comparison, the figure for the older individuals (55 to 64) was 83%, still a relatively high level of attainment. The 9-percentage-point difference does, however, indicate a gap between generations in Canada (Chart A.1.2). While there were no differences between the proportions of men and women aged 55 to 64 in Canada with this level of attainment (Table A.1.2), a gender difference is evident in the OECD countries overall: 68%

Chart A.1.2
Proportions of the populations aged 25 to 34 and 55 to 64 that have attained at least upper secondary education, 2011



Source: Table A.1.2.

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7. For a brief outline of enrolments and graduation rates by sex in Canada, particularly at the doctoral level, see the Pan-Canadian Education Indicators Program (PCEIP) Fact sheet Number 6, *Doctoral students and university teaching staff*, Statistics Canada Catalogue number 81-599-X.
8. For more information on the Labour Force Survey (LFS) educational attainment categories and the international classification scheme, see "Mapping to ISCED" in this report's Notes to readers section.

of men in the older age group had attained at least upper secondary education, compared with 60% of the women.[9] But both nationally and internationally, among the younger generation of adults, the figures for women were above those for men. In Canada, 94% of women aged 25 to 34 had at least an upper secondary education compared with 91% of their male counterparts; at the OECD level, the figures were 84% for women and 81% for men.

Internationally, an overall comparison of educational attainment for the youngest (ages 25 to 34) and oldest (55 to 64) groups also reveals a higher proportion of secondary graduates among the younger generation, yet the gap is far larger than that for Canada: 18 percentage points for the OECD average (Table A.1.2; Chart A.1.2). Data from the OECD also reveal that several countries (South Korea, Portugal, Greece, Ireland, Chile, Italy, Spain, Belgium, France, Turkey, Australia, Netherlands, Slovenia and Mexico), posted intergenerational differences of 20 percentage points or more in 2011, while the gap was more modest (below 10 percentage points) in countries such as Switzerland, Czech Republic, Germany, and Norway. The United States and Estonia were the only countries where the older generation had a higher proportion of high school graduates than the younger generation. The fairly modest 9-percentage-point difference in Canada indicates that relatively higher stages of attainment had already been successfully achieved by the older generations. In fact, with 89% of its 25- to 64-year-olds having attained at least high school graduation in 2011, Canada was third among OECD countries, just slightly behind Czech Republic (92%), the Slovak Republic (91%), and tied with the United States, Poland, and Estonia.

There were relatively small differences between provinces in the proportion of adults aged 25 to 34 with at least a high school diploma; the 2011 figures for all provinces were in the 90%-to-94% range (Table A.1.2). But the gap between this younger group and its older counterpart (the 55-to-64 age group) reveals greater provincial differences, with the most notable difference (23 percentage points) registered for Newfoundland and Labrador (Chart A.1.2). The large majority of provinces recorded differences of between 10 and 20 percentage points, while the gaps in Alberta and British Columbia were 5 percentage points. In Yukon and Northwest Territories, the differences between the 25-to-34 and 55-to-64 age groups were 5 and 6 percentage points, respectively; in Nunavut, the proportions were about the same.[10]

Postsecondary attainment and age group

As mentioned previously, there are three categories of postsecondary attainment under "tertiary education" in the ISCED classification system (see "ISCED classifications and descriptions" in Notes to readers): ISCED 5B (also known as tertiary-type B), ISCED 5A (tertiary-type A), and ISCED 6 (advanced research programmes). In Canada, *tertiary-type B* includes non-university certificates or diplomas from community colleges, CEGEPs or schools of nursing, as well as university certificates below the bachelor's level; *tertiary-type A* refers to bachelor and master's degrees and other university degrees or certificates above a bachelor's degree (but below a doctorate); and *advanced research programmes* include doctorates and post-doctoral programs. Due to LFS limitations, ISCED 5A and 6 cannot be disentangled in Canada and the proportion recorded for tertiary-type B programs may be somewhat overestimated (see the "Definitions, sources and methodology" for this indicator).

According to 2011 data, about half of adults aged 25 to 64 (51%) in Canada had completed some type of tertiary education (Table A.1.3). This proportion varies by age group, with the younger adults (25 to 34) having a 14-percentage-point advantage over their older counterparts (55 to 64) (Chart A.1.3). The differences between the proportions for the 25-to-34 and 55-to-64 groups were fairly large in most jurisdictions, except for British Columbia, Yukon, Alberta, Saskatchewan, Manitoba and the Northwest Territories, which all recorded differences of less than 10 percentage points. A different pattern is apparent in Nunavut, where the proportion of individuals with tertiary attainment was 9 percentage points higher for the older, not the younger, generation.

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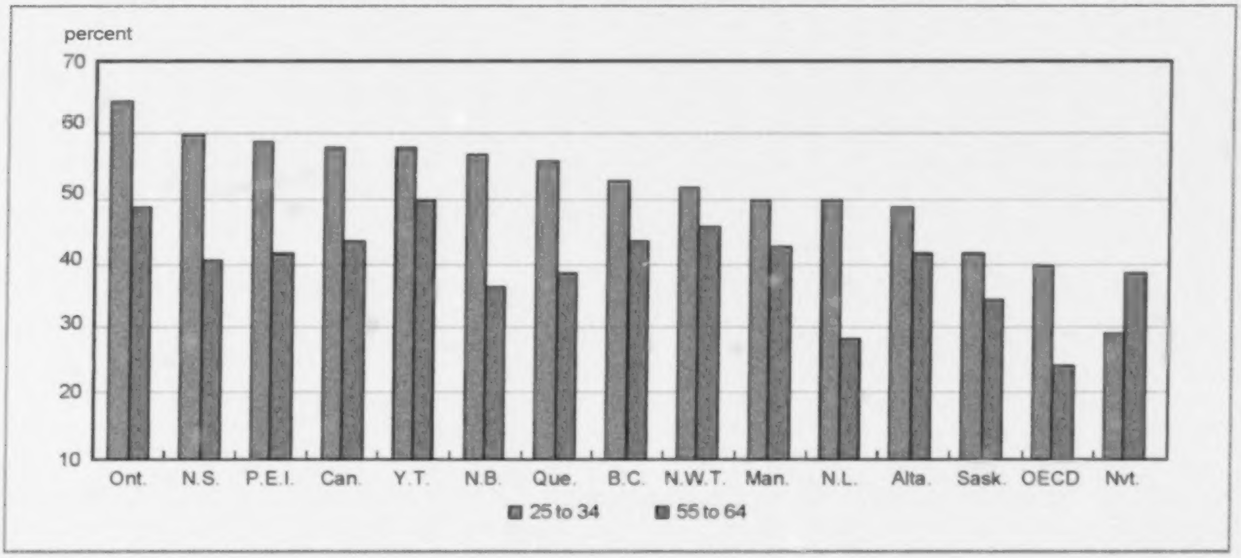
[9] The international data presented in this report reflect figures published in the OECD's *Education at a Glance 2013: OECD Indicators*, available on the OECD Web site: www.oecd.org.

[10] In the territories, caution should be exercised when interpreting the differences between age groups at a given level of educational attainment. The proportions for the different age groups are based on estimates for relatively small populations and are thus associated with larger variability.

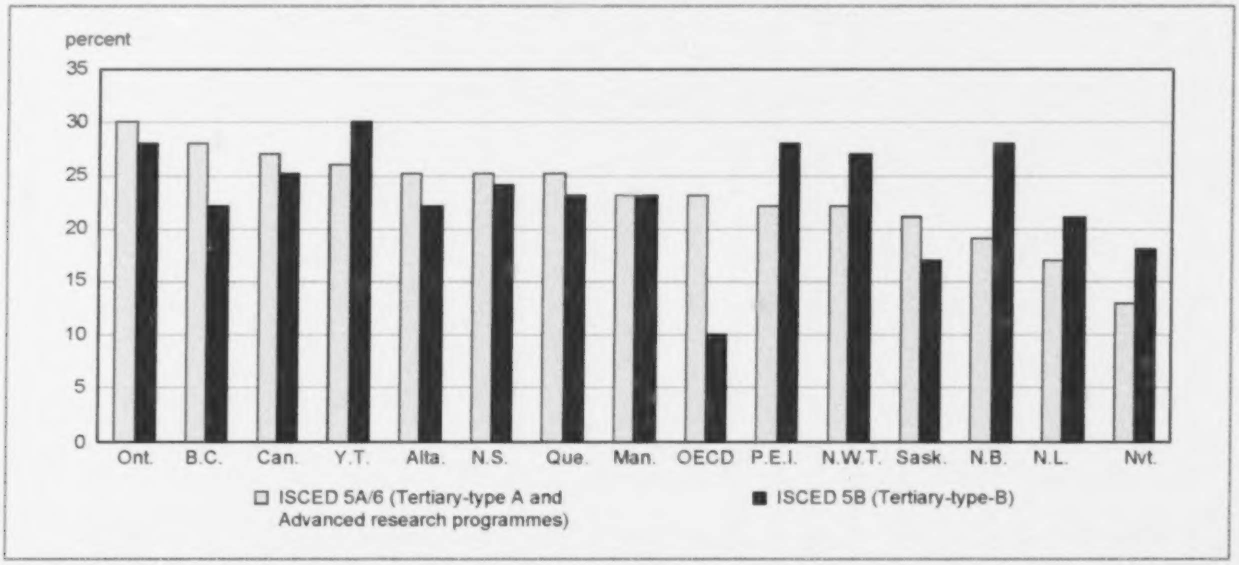
Chart A.1.3
Proportions of the populations aged 25 to 34 and 55 to 64 that have attained tertiary education, 2011



Source: Table A.1.3.

One-quarter (25%) of individuals aged 25 to 64 in Canada had completed tertiary-type B programs in 2011, far greater than the 10% average reported by the OECD (Table A.1.3; Chart A.1.4). Even if somewhat overestimated, the proportion of 25- to 64-year-olds observed for Canada does reveal the country's strength in delivering such programs, one not seen in most other OECD countries. By contrast, the corresponding international figure for

Chart A.1.4
Proportion of the 25- to 64-year-old population with tertiary-type B (ISCED 5B) and tertiary-type A or advanced research programmes (ISCED 5A/6) education, 2011



Sources: Table A.1.1 and Table A.1.3.

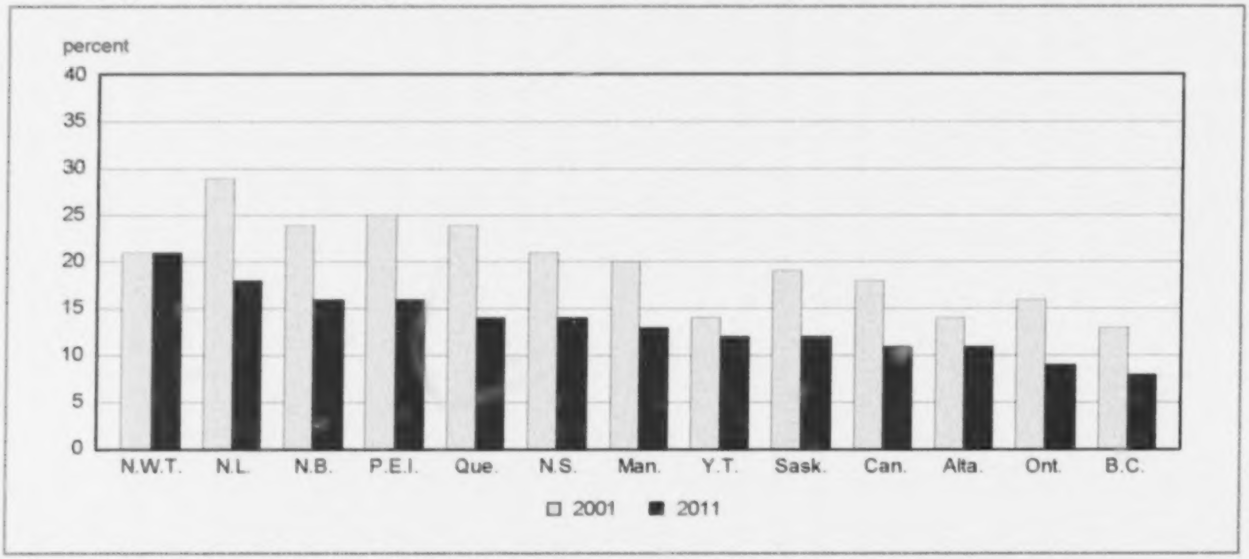
tertiary-type A/advanced research programmes was a much higher 23%, which compares with 27% in Canada. Approximately one-third of the reporting OECD countries showed similar strength in attainment at the university level when compared with Canada, including Australia (28%), the United Kingdom (30%), and the United States (32%). However, the relatively lower attainment at the college level that is reflected in the OECD average is also clearly seen in each of these countries, where the proportions for ISCED 5B attainment were all around 10%.

Attainment at the tertiary-type B level (college) ranged from 17% in Saskatchewan to 28% in Ontario, Prince Edward Island and New Brunswick, and 30% in Yukon (Chart A.1.4). For tertiary-type A/advanced research programmes (university), the proportions ranged from 13% in Nunavut to 30% in Ontario. Although both sectors are strong in Canada, the proportions of individuals with university credentials are somewhat higher in some provinces/territories, while the higher figures in others are seen for attainment at the college level. In 2011, Manitoba was the only province with the same proportion (23%) for both.

Educational attainment continues to increase

Between 2001 and 2011, the proportion of adults aged 25 to 64 with less than high school completion (ISCED 0/1 and ISCED 2) decreased from 18% to 11% in Canada (Chart A.1.5.1), generally with a slight drop from year to year (Table A.1.4). These steady declines for "below upper secondary" attainment are mirrored in the provinces.

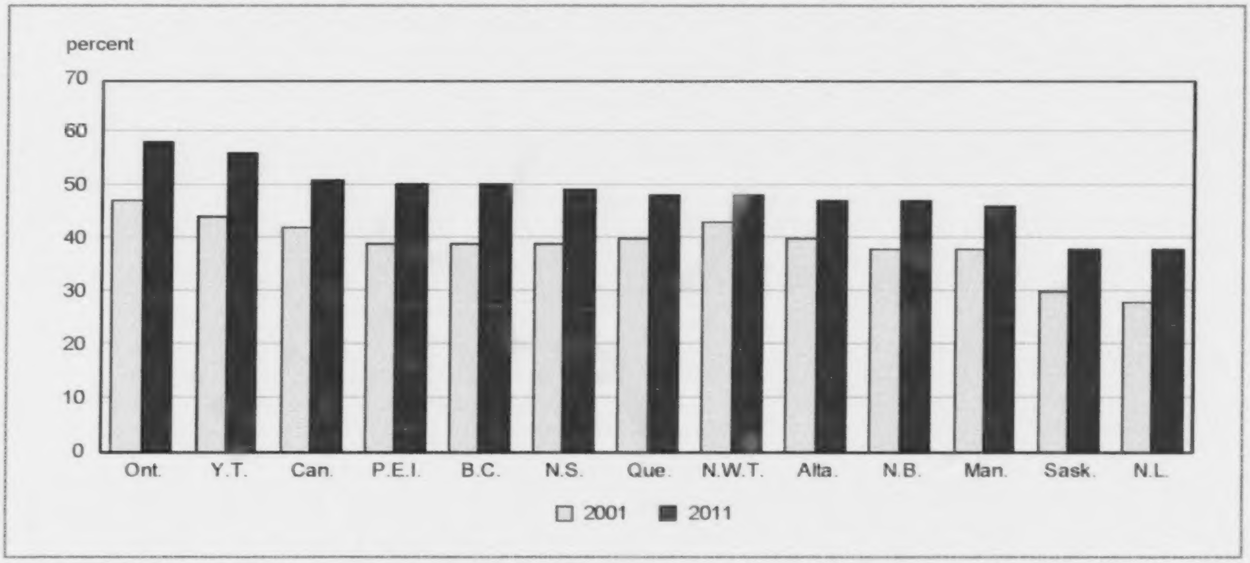
Chart A.1.5.1
Proportion of the 25- to 64-year-old population with below upper secondary education, 2001 and 2011



Note: 2001 data are not available for Nunavut and the OECD.
Source: Table A.1.4.

There was an overall rise in the proportions of individuals aged 25 to 64 who had completed their education at one of the tertiary levels (ISCED 5B or 5A/6) (Table A.1.4). For Canada, the proportion of individuals in this group rose 9 percentage points between 2001 and 2011: 42% to 51% (Chart A.1.5.2).

Chart A.1.5.2
Proportion of the 25- to 64-year-old population with tertiary education, 2001 and 2011



Note: 2001 data are not available for Nunavut and the OECD.
Source: Table A.1.4.

Levels of educational attainment among individuals aged 25 to 64 have evolved over time, both nationally and internationally, and primarily at the bottom and top of the attainment spectrum. Between 2000 and 2011, the proportion of adults aged 25 to 64 who had "below upper secondary" attainment, or less than high school graduation, fell 8 percentage points in Canada, and 9 percentage points among OECD countries overall (Table A.1.4). At the same time, the proportions of individuals who had obtained some type of tertiary degree rose by 11 percentage points in Canada, and by 10 percentage points at the international level. The proportions with upper secondary or postsecondary non-tertiary education changed little in both cases.

The 2000-to-2011 average annual growth rates related to below upper secondary education show declines of 4.8% in Canada and 2.7% for the OECD overall. At the same time, the positive figures for successful completion of tertiary education (2.3% for Canada; 3.3% for the OECD) indicate the growth in this level of attainment over the same period.

These trends are echoed in the figures for Canada's jurisdictions, as more and more individuals have pursued higher levels of education.

Definitions, sources and methodology

This indicator examines educational attainment among Canada's adult population aged 25 to 64, by age group and sex. It presents a portrait of the situation in 2011, but also shows the evolution since 2000.

The percentage of the population represented by a given age group that has attained a particular education level is obtained by taking the number of persons in this age group who have received a diploma attesting to that level, dividing it by the total number of persons in this same age group, and then multiplying by 100.

The education level corresponds to the highest level of education an individual has attained. The designation of the different levels of schooling is based on the International Standard Classification of Education (ISCED-97) (see the "ISCED classifications and descriptions" and the "Mapping to ISCED" section for the Labour Force Survey [LFS] in Notes to readers). An individual must have successfully completed a programme at a given ISCED level to be considered as having attained that level of education. An individual who has not successfully completed a programme is assigned the preceding education level. For example, a secondary school graduate, as well as an individual who has undertaken some postsecondary education but who has not obtained a credential at that level, is considered to have attained ISCED level 3; a student who has not successfully completed secondary school, ISCED level 2.

The 2011 information presented for Canada on population and educational attainment is based on data from the LFS, which surveys approximately 56,000 households every month.[11] The LFS seeks to obtain a detailed and timely picture of the population aged 15 or older throughout the country. It allows proxy reporting, meaning that information on the entire household can be collected from a single member of the household. In all, this type of reporting accounts for approximately 65% of all information collected. Figures from the Organisation for Economic Co-operation and Development (OECD) are those reported by the OECD, and are drawn from OECD and Eurostat databases, as compiled from national labour force surveys or population registers.

Some limitations are encountered when using LFS data to examine and categorize educational attainment using ISCED as it is not possible to make a precise delineation between "postsecondary non-tertiary education" and "tertiary-type B education programmes". LFS data reported for the Canadian population that has attained ISCED level 5B will be somewhat overestimated because this category includes, for example, some CEGEP or college university transfer program graduates who, under the international classification standards, would have been placed in ISCED level 4.

In Statistics Canada's LFS, advanced research qualifications (doctorates), educational attainment at ISCED 6, cannot be identified separately; therefore, educational attainment in the ISCED 5A and 6 categories must be counted together.

Note: The corresponding OECD indicator is A1, *To what level have adults studied?*.

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[11] The LFS sample size has varied over the years, but the survey typically covers approximately 56,000 households. For more information, see, *Guide to the Labour Force Survey*, Statistics Catalogue no. 71-543-G.

A2 Upper secondary graduation

Context

This indicator presents upper secondary school graduation rates. Graduation rates are often seen as a measure of student achievement. A comparison of overall rates gives some information about the extent to which school systems are succeeding in providing students with what is universally recognized as an important educational milestone. Presenting rates by sex reveals whether any gender differences exist; this in turn can signal whether those systems are meeting the needs of both male and female students. The share of graduates[12] for the population under 25 years of age is also presented, which is useful in a broad assessment of the education systems in various OECD countries for this age category.

Upper secondary graduation is the foundation for further education. It has become an essential milestone for most students and provides economic and social benefits for society. Historically, males had been much more likely to graduate from secondary school; however, that pattern has been reversed for many years in Canada and almost all other OECD member countries. Whether male or female, the value of graduating from high school also extends beyond the academic qualification by giving individuals what is now widely considered the minimum requirement for entry into the labour market.

Another dimension presented by this indicator is the successful completion of upper secondary programmes based on a synthetic cohort for public schools. To a certain extent, this indicator reveals the effectiveness of Canada's various public education systems in producing graduates within the three-year period typically considered by the OECD as the normal duration of an upper secondary education program (on-time graduation). In Canada, this period would be equivalent to Grades 10 to 12, or, in Quebec, Grades 9 to 11. The OECD did not publish information on completion rates in 2013; therefore, figures for the OECD are not available.

Observations

Upper secondary graduation rates

Canada's upper secondary graduation rate was 83% in 2010, according to the most recent data available for the country's provinces and territories (Table A.2.1; Chart A.2.1). This rate reports on high school graduates, during a given year, from public, private, and First Nations band-operated schools as a proportion of the population of the corresponding age—a "population-based graduation rate". It provides an estimation of the probability that an individual will graduate from high school during his or her lifetime. The majority of other OECD member countries also reported graduation rates of at least 80%, and the latest OECD average (2011) was also 83%. In the United States, the upper secondary graduation rate was 77%, while the rate recorded for the United Kingdom (93%) was notably higher compared with both North American countries.[13]

Upper secondary graduation rates for 2010 varied across the Canadian provinces, with figures ranging from 70% for Alberta up to 91% for Quebec. All western provinces, along with Newfoundland and Labrador and Prince Edward Island, presented graduation rates below Canada's national average of 83%. This was also the case in the territories, with graduation rates of 37% in Nunavut, 54% in the Northwest Territories, and 72% in Yukon.

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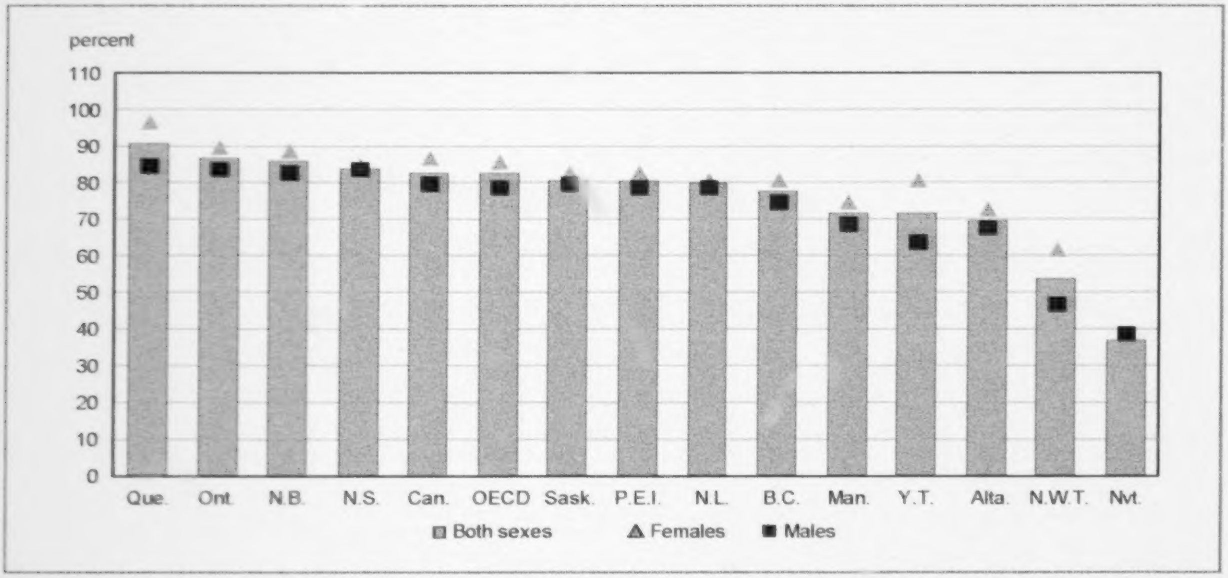
12. Share of graduates under 25 years of age among the total population of graduates

13. The international data presented in this report reflect figures published in the OECD's *Education at a Glance 2013: OECD Indicators*, available on the OECD Web site: www.oecd.org.

Chart A.2.1
Upper secondary graduation rates, by sex, 2010



Note: The most recent data available for Canada and jurisdictions are for 2010, reflecting reports for the 2009/2010 academic year.
Source: Table A.2.1.

Share of graduates under 25 years of age

Graduates who were under 25 years of age represented the vast majority (95%) of all upper secondary graduates in Canada in 2010 (Table A.2.1). The share of under-25 graduates ranged from 87% in Quebec to 100% in Prince Edward Island, Nova Scotia, New Brunswick, British Columbia and Yukon. In Ontario, the figure was 97%, and in Saskatchewan and Alberta, 96% and 99%, respectively. Among the OECD countries, the average was 93%, ranging from 70% in Portugal to 100% in Israel, Sweden, Turkey and the United States.

Graduation rates higher for females

In Canada, the upper secondary graduation rate for females was 87% in 2010 and the rate for males was 80%, revealing a female–male gap of 7 percentage points (Table A.2.1; Chart A.2.1). According to the latest figures provided by the OECD, the comparable average international rates were 86% and 79%, respectively. The upper secondary graduation rates for females were higher than those for males in most OECD member countries for which comparable data were available. In Germany, the graduation rate for males (93%) was slightly higher than that for females (92%), whereas in Ireland, Japan and South Korea, the female graduation rate was higher but only by about 1 or 2 percentage points.

Within Canada, the female upper secondary graduation rates exceeded those for males in most of the provinces and territories; the exception was Nunavut, where the graduation rates for men were 4 percentage points higher (Table A.2.1, Chart A.2.1). Other than Manitoba (75%) and Alberta (73%), in all other provinces female graduation rates were 81% or above (Chart A.2.1) Graduation rates for women were below 50% in Nunavut, and were 81% and 62%, respectively, in Yukon and the Northwest Territories. One of the largest gender gaps was observed in Quebec, along with graduation rates that were among the highest in Canada for both women (97%) and men (85%).

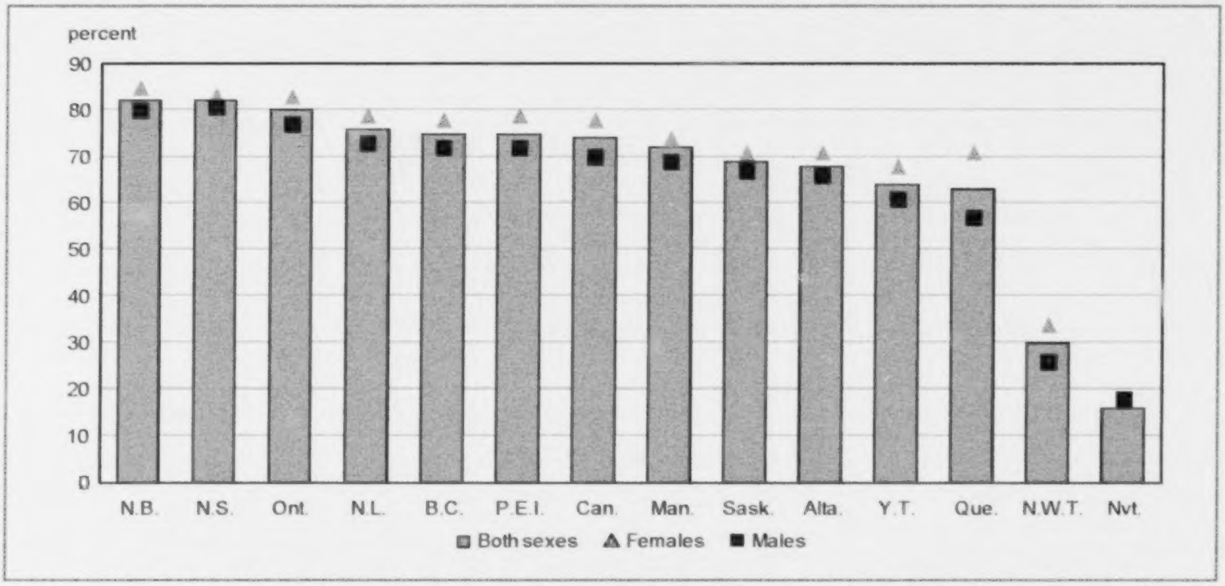
Rates by programme

For 2010, the total upper secondary graduation rates for most provinces and territories—Quebec was the exception—reflect graduations from general programmes in upper secondary schools (high schools) (Table A.2.1). Quebec was the only province to report a notable proportion of graduates from pre-vocational and vocational programmes, recording a rate of 14% for both sexes in 2010. The Canada-level graduation rate for these programmes (3%) was thus almost entirely determined by Quebec's unique and rather extensive vocational sector. While the female graduation rates for general programmes exceeded those for males across most of the country in 2010, Quebec's rates in the pre-vocational/vocational sector were higher for males: 16% versus 11% for females. Higher graduation rates obtained for males compared with females in the pre-vocational/vocational sector may, however, only be a reflection of gender inequalities in enrolment within particular programmes. Graduates from the pre-vocational and vocational programmes in Quebec were also older: only 37% of these graduates were less than 25 years of age. This type of situation is also seen in Australia (47%), and to a lesser extent in the Nordic countries of Finland (54%), Denmark (57%), Iceland (60%), and Norway (62%).

Successful completion of upper secondary programmes in public schools

The previous discussion has focused on secondary school graduates as a proportion of the population of a particular age. Another way of looking at secondary school graduation is to consider how many of the students who enter Grade 10 (Grade 9 in Quebec) in a given year graduate, or complete their studies, on time. This successful (on-time) completion of upper secondary programmes is examined here based on a proxy cohort for public schools—a "cohort-based completion rate". The majority of pupils who start upper secondary education complete the programmes they enter in the three-year period typically covered by upper secondary education (i.e., on-time graduation).[14] In Canada in 2010, the successful completion in public schools was 74% (Table A.2.2; Chart A.2.2). The proportion of students

Chart A.2.2
Successful completion of upper secondary programmes in public schools, 16- to 19-year-olds, by sex, 2010



Note: 15- to 18-year-olds in Quebec. The most recent data available for Canada and jurisdictions are for 2010, reflecting reports for the 2009/2010 academic year.
Source: Table A.2.2.

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[14] The "proxy cohort" methodology used in this report to produce the successful completion of upper secondary programmes for Canada and the provinces/territories differs from a "true cohort" methodology that may be used in a particular province/territory; consequently, the numbers in this report may differ slightly from those published by the provinces/territories.

who completed their education in the expected time varied considerably among the provinces and territories: from 16% in Nunavut to over 80% in Nova Scotia (82%) and New Brunswick (82%). Newfoundland and Labrador, Prince Edward Island, Ontario, and British Columbia also recorded rates higher than the national average, while the reverse could be observed for Quebec,[15] Manitoba, Alberta, Saskatchewan, and the three territories.

Using the same measure, the successful on-time completion of upper secondary programmes was higher for females than for their male counterparts in all Canadian provinces and territories other than Nunavut (Table A.2.2; Chart A.2.2). Differences of 7 percentage points or more (the difference observed at the Canada level) between the successful completion of females compared with males were recorded in Prince Edward Island (7 percentage points) and Quebec (14 percentage points). The Northwest Territories recorded a female–male gap of 8 percentage points based on a rather low on-time completion rate of 34% among women. Differences of about 5 percentage points or less were observed in New Brunswick, Nova Scotia, Manitoba, Saskatchewan and Alberta, and lastly in Nunavut, where the gap was in the opposite direction and male completion rates were higher.

The vast majority of provinces and territories show population-based graduation rates (Table A.2.1) higher than cohort-based completion rates (Table A.2.2). The coverage and calculation of each indicator is quite different, so it is not appropriate to make direct comparisons. Many factors may explain the differences between the two rates: contribution of private or vocational graduates to the graduation rate (as in Quebec); contribution of older graduates to the graduation rate (as in the territories and Quebec); and high Grade 10 enrolments in private and First Nations systems relative to the population of the corresponding age group (as in Quebec and Manitoba). In considering enrolment, it is important to remember that students in private schools and First Nations education systems are not included in this indicator. Information on enrolments by grade and by age and real cohort information—as is available in many OECD countries—would be necessary to fully explain differences in the two methodologies.

Definitions, sources and methodology

This indicator presents *net* upper secondary graduation rates without duplication (i.e., first-time graduates) according to programme orientation and sex. It also presents successful completion of upper secondary programmes of a proxy cohort in public schools.

Upper secondary graduation rates

These rates are an estimation of the probability that an individual will graduate from high school during his or her lifetime, assuming that current conditions related to graduation all remain the same.[16]

Upper secondary graduation rates are the sum of graduation rates by age, and the latter are obtained by dividing graduates of a specific age by the population of the corresponding specific age.[17] *Rates without duplication* only count individuals who had obtained, during a given year, a diploma at this level for the first time.[18] In general, a graduate of upper secondary education is considered to have successfully completed the last year of education at this level, regardless of his or her age.

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[15] Given the importance of enrolment and graduation from private schools in Quebec, the results presented in this report may be underestimating the actual proportion of successful completion of upper secondary programmes in this province. In Quebec, 18% of all secondary school graduates obtain their credentials through a private school. Using enrolment and graduation estimates for this province, the successful completion of upper secondary programmes combining both public and private schools increased from 63% to 67%, slightly lower than the Canada-level average of 74%.

[16] The methodology used to produce the numbers for Canada and the provinces/territories may differ from that used in a particular province/territory; consequently, the numbers in this report may differ from those published by the provinces/territories.

[17] This methodology differs from the one used in the 2009 and 2010 editions of this report, but is similar to that used in the 2011 and 2012 editions. In the earlier editions, this indicator was computed according to the "gross" method, which divides the number of all graduates, regardless of age, by the population at typical age of graduation (determined to be between age 17 and 18).

[18] In Canada, data on high school graduation is collected through the Elementary-Secondary Education Survey, which collects information on individuals who graduated at this level for the first time (unduplicated counts).

All data for Canada reflect the 2009/2010 school year; the OECD averages reflect 2010/2011. Information for Canada was drawn from the Elementary-Secondary Education Survey (ESES), an administrative survey that collects data for public and private educational institutions from the provincial and territorial ministries/departments of education.[19] To ensure comparability with other OECD countries, Statistics Canada added, for all provinces and territories (except Ontario and Nova Scotia, for which data were estimated), the number of 2009/2010 graduates from private schools provided by provinces and territories at ESES collection. The number of graduates from First Nations band-operated schools (these data were obtained from Aboriginal Affairs and Northern Development Canada), were also added to the number of public and private school graduates and included in the calculation of the upper secondary graduation rates presented.

Population estimates used in the denominator of the graduation rate calculation cover the entire population, including Aboriginal people, as of January 1, 2010.

Successful completion of upper secondary programmes in public schools

An adjusted proxy cohort for examination of the successful completion of upper secondary programmes has been developed for public schools (as per the scope of the ESES data collection) for Canada and the jurisdictions. It was calculated by dividing the number of 16- to 19-year-old graduates (15- to 18-year-olds in Quebec) in 2009/2010 by the number of Grade 10 (3^e secondaire in Quebec) enrolments recorded three years earlier (i.e., in 2007/2008). This ratio has been adjusted to take into account deaths and interprovincial and international migration factors.

The adjustment factor is generated by dividing the 14- to 15-year-old population in 2007 (which represents the Grade 10 students) by the 17- to 18-year-old population in 2010 (which represents the Grade 10 students who graduated three years later). For Canada, where there is more in-migration than out-migration, the adjustment factor is below 100%. If this adjustment is not made, the inclusion of recent in-migrants who were not part of the original Grade 10 cohort would result in an overestimation of the number of graduates that were part of the original universe (the 2007 Grade 10 enrolments). This adjustment implicitly assumes that graduation rates of recent immigrants are identical to graduation rates of those in the original cohort.

Other possible flows in and out of the public school system between enrolment in Grade 10 and graduation at the end of Grade 12 may exist; for example, movement between public and private schools. Such possibilities could not be taken into consideration, however, as the appropriate data that would be needed to estimate such flows are not available at this time.

International data collection

The international figures used by the OECD are obtained from the UOE collection of statistical data on education, carried out jointly by three international organizations (UNESCO, the OECD, and Eurostat), and conducted in 2012 by the OECD.

Note: The corresponding OECD indicator is A2, *How many students are expected to complete upper secondary education?*.

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[19] Data on graduations from some secondary programs are not uniformly available across the provinces/territories, and general education development (GED) credentials, adult basic upgrading and education, and graduation from adult school, which take place outside regular secondary school programs, are, in most instances, not included.

A3 Labour market outcomes

Context

This indicator examines the connection between educational attainment and the labour market by looking at employment rates among the adult population aged 25 to 64. This relationship is explored by sex and by age group (25 to 34 and 55 to 64). Trends in employment rates by educational attainment are also presented. Educational attainment reflects the highest level of education successfully completed, based on the International Standard Classification of Education (ISCED) categories.[20]

One of the main objectives of education systems is to prepare individuals so they can participate in a knowledge-oriented economy and society. Job prospects and employment rates are generally better for those individuals with higher education.

Observations

Overall employment rates

In Canada, the overall employment rate for adults aged 25 to 64 was 76% in 2011 (Table A.3.1), similar to the rates in Austria and Japan (also 76%), as well as Finland and the United Kingdom (both 75%), but higher than the figure for the United States (71%).[21] The employment rate for the OECD, the most recent average based on the reporting countries, was 73%. Of course, these employment rates reflect a complex combination of economic, institutional and social factors that vary from country to country, or from one province/territory to another.

Across Canada's provinces, the overall employment rate for 25- to 64-year-olds ranged from 66% in Newfoundland and Labrador to 81% in Saskatchewan and Alberta. Several OECD countries had employment rates similar to the low end of this range: Greece, 63%, Hungary (64%), Italy (64%), Spain (64%), Ireland (66%), Mexico (67%) and Poland (68%). By contrast, Sweden, Norway, Iceland and Switzerland all had a higher employment rate (83%).

Upper secondary graduation minimum requirement

From an educational perspective, it is interesting to examine the impact of educational attainment on employability. In OECD countries, upper secondary (high school) graduation is considered the minimum requirement for finding a good job and being competitive in the labour market. Moreover, employability, judged on the basis of the employment rate (the ratio of the number of persons with a job in a given group to the total population of that group), increases with the amount of education attained. This relationship is evident in Canada, where in 2011, the employment rates for individuals aged 25 to 64 who had either "pre-primary and primary" or "lower secondary" as their highest level of attainment (that is, they had not completed high school) were 43% and 60%, respectively (Table A.3.1). Employment rates then rose from one level to another across the spectrum of educational attainment, from 72% for those with "upper secondary" attainment (high school graduation) to at least 79% for individuals who had completed their education in one of the postsecondary categories.

Across the country, the employment advantage associated with increasing levels of education is seen in the 2011 figures. The overall employment rates among those with successful high school completion ranged from 62% in Newfoundland and Labrador to around 70% in Prince Edward Island, Nova Scotia, New Brunswick, Quebec,

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[20] See the "ISCED classifications and descriptions" section in this report's Notes to readers for brief descriptions of the ISCED categories.

[21] The international data presented in this report reflect figures published in the OECD's *Education at a Glance 2013: OECD Indicators*, available on the OECD Web site: www.oecd.org.

Ontario and British Columbia (Table A.3.1). In Alberta, Manitoba and Saskatchewan, the employment rates were close to 80% in 2011, in some cases, approaching or exceeding the rates for individuals in other provinces who had acquired some type of postsecondary education.

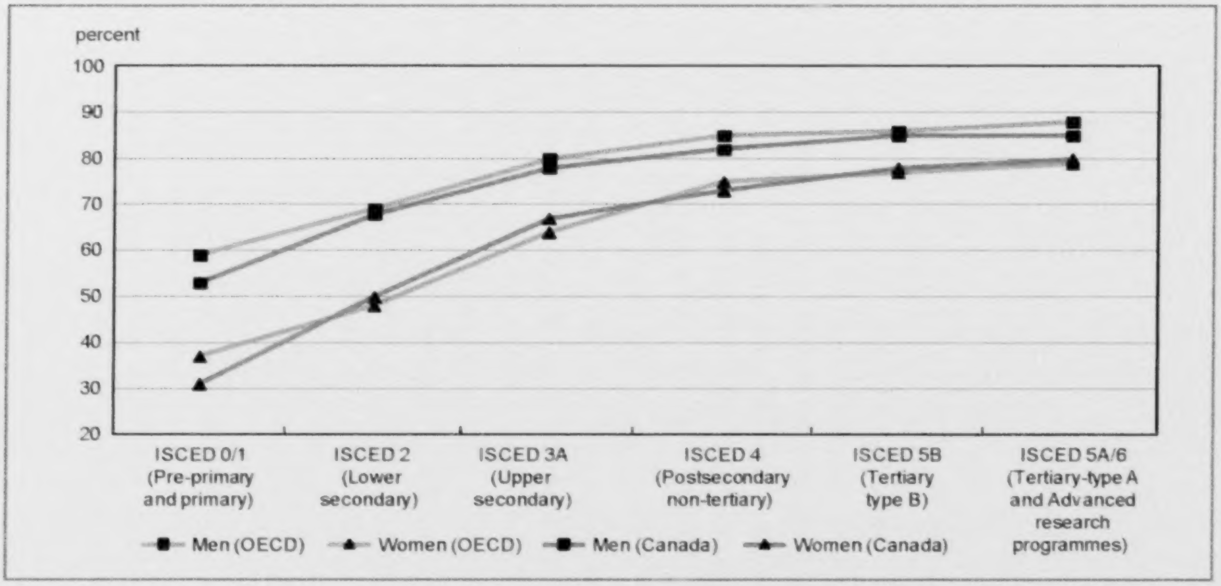
In and throughout Canada, as well as in the OECD countries overall, the 2011 employment rates among the 25- to 64-year-old population were clearly highest—beyond 80%—among individuals who had a "tertiary education"; that is, a college or university credential.[22]

Employment rates by sex

The differences in employment rates seen across ISCED categories occur among both men and women in Canada, although the rates for women are consistently lower than those recorded for men. In 2011, Canada's overall employment rate for women aged 25 to 64 was 72%, compared with 80% for men in the same age range (Table A.3.1). While Canada's rate for women was 7 percentage points higher than the comparable OECD average of 65%, the national and international rates for men were the same: 80% for Canada, 80% for the OECD average. Although the employment rates for men in Canada were lower than the corresponding OECD averages for each attainment category, there were fewer such differences between the Canada and OECD average employment rates for women.

In the majority of OECD countries, including Canada, in 2011, the gender gap in employment rates was largest among those with the least education (Table A.3.1). The difference in employment rates between the sexes was less pronounced among graduates of tertiary-type A and advanced research programmes when compared with the upper secondary graduates. In Canada, an 11-percentage-point difference between men and women is observed in the "upper secondary" (ISCED 3A) graduation category (Chart A.3.1). But that male–female difference narrows among graduates of tertiary programs, both type B (college) and type A/advanced research programmes (university): approximately 7 and 5 percentage points, respectively.

Chart A.3.1
Employment rates of 25- to 64-year-olds, by highest level of education attained and sex, 2011



Source: Table A.3.1.

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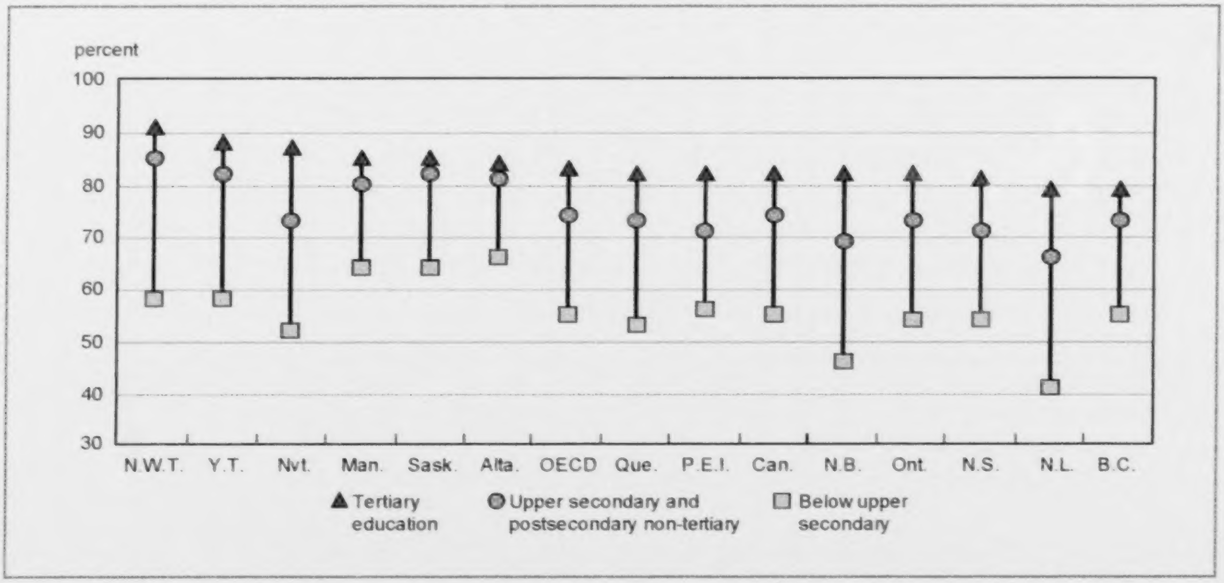
[22] For more information on the impact of individuals' tertiary education credentials on employment rates compared with the rates for those with less than high school education, see the following Pan-Canadian Education Indicators Program (PCEIP) Fact sheet: Number 8, *Educational attainment and employment: Canada in an international context*, Statistics Canada Catalogue number 81-599-X.

Differences in employability

At the Canada level, the difference between the employment rate for tertiary graduates aged 25 to 64 (82%) and the rate for those with "below upper secondary education" (55%) was a substantial 27 percentage points in 2011 (Table A.3.2; Chart A.3.2). A similar gap (28 percentage points) is seen at the international level, according to the most recent OECD averages for this group of adults aged 25 to 64. Among the provinces, the difference between employment rates for individuals in these two education categories varied in magnitude, ranging from 18 percentage points in Alberta to 38 in Newfoundland and Labrador. For the three territories, gaps ranged between 30 and 35 percentage points in 2011.

Chart A.3.2
Employment rates of the 25- to 64-year-old population, by highest level of education attained, 2011



Source: Table A.3.2.

In 2011, from Newfoundland and Labrador westward through Manitoba, employment rates increased from one postsecondary level to another, with the highest gains evident for individuals who attained a university education (Table A.3.1). Figures for the three other provinces in Western Canada indicate different gains in employment rates. In Saskatchewan and Alberta, for example, the employment rates in all three postsecondary categories were similarly high, between 84% and 86%. The same pattern is seen in British Columbia, where the employment rates for the three postsecondary categories were 78% to 79%. The employment rates in all four western provinces indicate provincial economies that drive relatively high employment rates regardless of educational attainment (Chart A.3.2). In general, differences across the country largely relate to the structure and composition of individual provincial economies.

Age group and trends in labour market outcomes

Younger adults are generally more likely to be employed than older adults. The 2011 employment rates for Canada indicate that the proportion of adults aged 25 to 34 with "below upper secondary" education and who were employed was, on average, about 16 percentage points higher than the employment rate for their counterparts aged 55 to 64 (Table A.3.2). For individuals whose highest level of attainment was in either "upper secondary and postsecondary non-tertiary" or "tertiary" education, the gaps between younger and older individuals were about 19 percentage points.

In 2000, 2005, 2008 and 2011, employment rates were consistently higher among individuals with a tertiary education compared with those who had not attained that level of education,[23] both throughout Canada and the OECD countries overall (Table A.3.2). An analysis by level of educational attainment over time reveals relatively little variation in employment rates for the 25- to 64-year-old population overall.[24] It also indicates more stability in the rates for individuals aged 25 to 34 compared those aged 55 to 64.

Definitions, sources and methodology

This indicator, labour market outcomes, examines the relationship between educational attainment and the employment rates of 25- to 64-year-olds, overall and by sex, and provides insight into how this relationship has evolved over time.

The employment rate represents the percentage of employed people in this population. To calculate the employment rate for a group with a particular level of educational attainment, the number of employed persons with the particular level of educational attainment is divided by the total number of persons in the population aged 25 to 64 who have attained that education level and then multiplying this quotient by 100.

The concepts and definitions of "employment" and "unemployment" adopted by the Labour Force Survey (LFS) are based on those endorsed by the International Labour Organisation (ILO). Employed persons are those who, during the reference week: (1) did any work at all at a job or business, that is, paid work in the context of an employer-employee relationship, or self-employment. It also includes unpaid family work, which is defined as unpaid work contributing directly to the operation of a farm, business or professional practice owned and operated by a related member of the same household; or (2) had a job but were not at work due to factors such as own illness or disability, personal or family responsibilities, vacation, labour dispute or other reasons (excluding persons on layoff, between casual jobs, and those with a job to start at a future date).[25] The education level is measured according to the highest level of schooling completed.

The 2011 data for Canada and its provinces and territories were drawn from the Labour Force Survey (LFS), which surveys approximately 56,000 households every month.[26] The LFS excludes the following from the scope of the survey: individuals who live on reserves or in other Aboriginal settlements in the provinces, full-time members of the Canadian Forces and institutional residents. The LFS employment rate is based on a monthly average from January to December. Figures from the Organisation for Economic Co-operation and Development (OECD) are those reported by the OECD, and they are extracted from the OECD and Eurostat databases compiled from national labour force surveys for the OECD member countries.

Note: The corresponding OECD indicator is A5, *How does educational attainment affect participation in the labour market?*.

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[23] For other information on the impact of individuals' education credentials on employment rates, see the following Pan-Canadian Education Indicators Program (PCEIP) Fact sheets: Number 8, *Educational attainment and employment: Canada in an international context*, Statistics Canada Catalogue number 81-599-X and Number 9, *Economic downturn and educational attainment*, Statistics Canada Catalogue number 81-599-X.

[24] See also Table A.3.2, Trends in employment rates of 25- to-64-year-olds, by highest level of education attained, Canada, provinces and territories, 1998 to 2010, in the 2012 edition of this report.

[25] For more information, see "Determining labour force status" in the Guide to the Labour Force Survey, Statistics Canada Catalogue no. 71-543-G.

[26] The LFS sample size has varied over the years, but the survey typically covers approximately 56,000 households. For more information, see, Guide to the Labour Force Survey, Statistics Catalogue no. 71-543-G.

Chapter B

Financial resources invested in education

B1 Expenditure per student

Context

This indicator provides information on the investment, from all sources, in each student in public and private institutions at several levels of education. Expenditure by educational institutions per student is largely influenced by teachers' salaries (see Indicators B3 and D2), pension systems, teaching and instructional hours (see Indicator D1), the cost of teaching materials and facilities, the program provided (e.g., general or vocational), and the number of students enrolled in the education system. Policies to attract new teachers or to reduce average class size or change staffing patterns have also contributed to changes in expenditure by educational institutions per student over time. Ancillary and R&D services can also influence the level of expenditure by educational institutions per student.

Effective schools require the right combination of trained and talented personnel, appropriate curriculum, adequate facilities and motivated students who are ready to learn. The demand for high quality education, which can translate into higher costs per student, must be balanced against other demands on public expenditure and the overall burden of taxation. Although it is difficult to assess the optimal volume of resources needed to prepare each student for life and work in modern societies, international comparisons of spending by educational institutions per student can provide useful reference points.

Policy-makers must also balance the importance of improving the quality of educational services with the desirability of expanding access to educational opportunities, notably at the tertiary level. In addition, decisions regarding the allocation of funds among the various levels of education are key. For example, certain provinces and territories emphasize broad access to higher education and some invest in near universal education for children as young as 3 or 4 years of age.

Observations

The indicator shows direct public and private expenditure by educational institutions[27] in relation to the number of full-time equivalent students enrolled. Note that variations in expenditure by educational institutions per student may reflect not only variations in the resources provided to students (e.g., variations in the ratio of students to teaching staff) but also variations in relative salary and price levels.[28]

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[27] This indicator (B1) presents "expenditure by educational institutions", as data are collected by type of institution. Indicator B2 uses the term "expenditure on educational institutions", as the financial data are collected by source of funds, type of transaction, and level of education. As the two sources are not the same, the totals may differ.

[28] In *Education at a Glance 2013*, the OECD publishes figures that have been adjusted for cost-of-living differences between countries using purchasing power parities (PPP). In this Canadian report, two sets of figures are published for Canada, the provinces and the territories: one in Canadian dollars; the second in US dollars after PPP conversion of the Canadian dollar. It was not possible to make a PPP conversion to adjust for cost-of-living differences between provinces and territories.

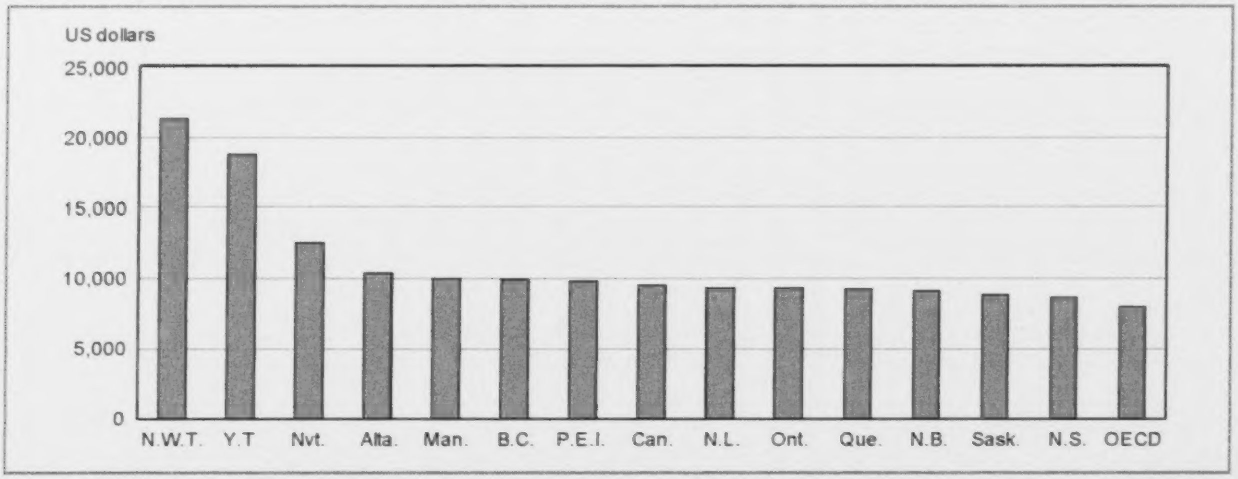
Expenditure by educational institutions per student at the primary and secondary education levels

Data on annual expenditure per student at the primary and secondary education levels provide a way to track the financial investment in each student. Covering all levels from pre-primary to upper secondary education, average expenditure per student in Canada was $11,772 in 2009/2010 (Table B.1.1.1). The numbers were much higher in the territories: $26,274 in the Northwest Territories, $20,716 in Yukon and $16,462 in Nunavut. Elsewhere, the highest expenditure was seen in Alberta ($13,697), and the lowest in Quebec ($10,652).[29]

For Canada as a whole, expenditure per student at the secondary level exceeded that at the primary level (Table B.1.1.1). This was true in most provinces and territories, with only small differences in New Brunswick and Manitoba. Expenditure per student was higher at the primary level than at the secondary level in Prince Edward Island, Quebec, British Columbia and Yukon.[29] The largest differences were evident in Saskatchewan (where expenditure at the secondary level was 53% higher than at the primary level), Newfoundland and Labrador (38%), Alberta (35%), and Nunavut (32%).

To compare Canada with other OECD countries,[30] the expenditure per student was converted to a common currency using purchasing power parities (PPPs) (Table B.1.1.2). The data (2010) indicate that OECD countries spent an average of $7,974 (US dollars) on primary education (ISCED level 1) per year per student (Chart B.1.1.1). The comparable average for Canada was $9,580 (ISCED levels 0 to 2).[31] In all provinces and territories, these US dollar figures were above the OECD average. Figures were lowest in Nova Scotia ($8,719) and Saskatchewan ($8,865), while the highest were in the territories ($21,467 in the Northwest Territories, $18,927 in Yukon and $12,625 in Nunavut), Alberta ($10,423), Manitoba ($10,035) and British Columbia ($9,953).

Chart B.1.1.1
Annual expenditure by educational institutions per student for all services, primary education, 2009/2010



Note: All figures are in US dollars, converted using purchasing power parity (PPP); calculated on the basis of full-time equivalent students.
Source: Table B.1.1.2.

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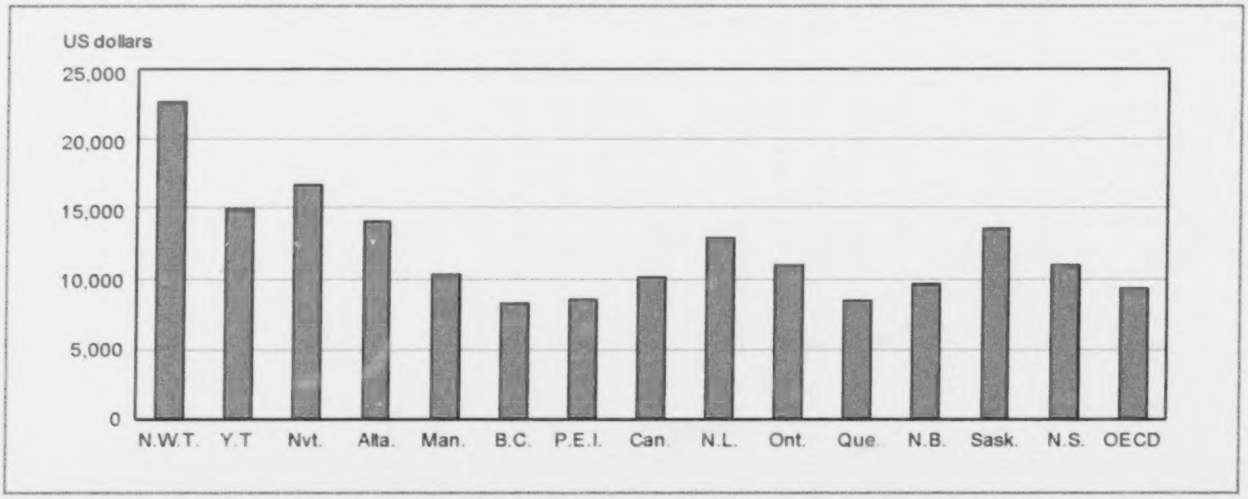
29. Certain differences in the cost per student figures by province/territory at the secondary level are attributable to whether or not registrations for adult education programs are included in enrolments. This should be considered when making inter-provincial/territorial comparisons.
30. The data for Canada in the OECD's *Education at a Glance 2013* include Canada's expenditure on education abroad (e.g., National Defence schools overseas) and the undistributed expenditure of the federal government (e.g., transfers from Aboriginal Affairs and Northern Development Canada to Indian bands for the operation of their schools, transfers from Canadian Heritage to associations and undistributed costs of administration of these programmes). Therefore, the OECD numbers for Canada are slightly different than the numbers appearing in the tables in this chapter, which include only the expenditure in all the provinces.
31. The data that are available for the provinces and territories only allow a split into two categories: elementary and secondary, the definitions of which vary by jurisdiction (see the "Definitions, sources and methodology" section of this indicator). The OECD, however, calculates figures for each ISCED level individually and does not present a comparable total for ISCED 0 to 2.

OECD countries spent an average of $9,322 per student on upper secondary education (Table B.1.1.2; Chart B.1.1.2), 17% more than on primary education. In Canada, expenditure on upper secondary education (at $10,166 US dollars per student) was only 6% greater than on primary education. Three provinces (Prince Edward Island, British Columbia and Quebec) showed expenditure per student lower than the OECD average.[29]

Chart B.1.1.2

Annual expenditure by educational institutions per student for all services, secondary education, 2009/2010



Notes: All figures are in US dollars, converted using purchasing power parity (PPP); calculated on the basis of full-time equivalent students. Certain differences in the cost per student figures by province/territory at the secondary level are attributable to whether or not registrations for adult education programs are included in enrolments. This should be considered when making inter-provincial/territorial comparisons.

Source: Table B.1.1.2.

In Canada at the primary and secondary levels, the portion of expenditure per student allocated to core services represented 95% of the total expenditure per student in 2009/2010, while the money spent for ancillary services represented approximately 5% of the total[32] (Table B.1.2.2; Chart B.1.2). Expenditures per student on ancillary services varied between 3.4% and 6.6% of total expenditure per student in the provinces. By contrast, much less was spent on ancillary services in the territories: 1.5% in Nunavut, 0.9% in Yukon and 0.6% in the Northwest Territories. In the OECD countries as a whole, expenditure on core educational services accounted for an average of 94% of the expenditure per student on primary, secondary and postsecondary non-tertiary education (Table B.1.2.2).

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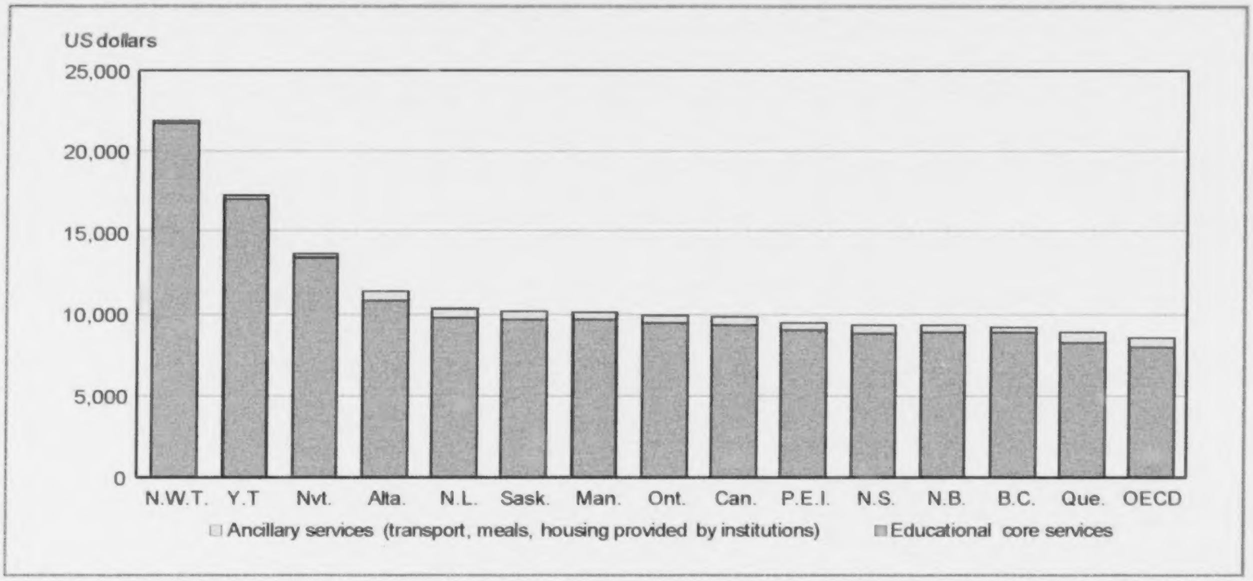
[32] Expenditure on educational core services includes all expenditure directly related to education; i.e., all expenditure on teachers, school buildings, teaching materials, books and administration of schools. Expenditure on ancillary services has two main components: student welfare services (transportation, lodging and meals) and services for the general public (museums, radio and cultural programs).

Chart B.1.2
Annual expenditure by educational institutions per student in primary and secondary education, by type of services, 2009/2010



Notes: All figures are in US dollars, converted using purchasing power parity (PPP). The OECD figures include primary, secondary and postsecondary non-tertiary.
Certain differences in the cost per student figures by province/territory at the secondary level are attributable to whether or not registrations for adult education programs are included in enrolments. This should be considered when making inter-provincial/territorial comparisons.

Source: Table B.1.2.2.

Expenditure by educational institutions per student in the university sector

Expenditure per student on university education in Canada[33] averaged $32,409 (Canadian dollars) in 2009/2010 (Table B.1.1.1; Chart B.1.1.3). Spending was most noticeably above the Canada-level average in Alberta (59% above), Saskatchewan (26%), Prince Edward Island (10%), and British Columbia (8%).

Comparisons of expenditure per student at different levels of education highlight the relative emphasis placed on these levels, as well as the relative unit costs of provision. Expenditure per student increases with the level of education in almost every province, but the relative difference between the levels varies from one province to another. On average, the ratio of expenditure per student on university education to expenditure per student on primary education was 2.82:1 in Canada (Chart B.1.3). This ratio ranged from 2.24:1 in Manitoba to 4.11:1 in Alberta.

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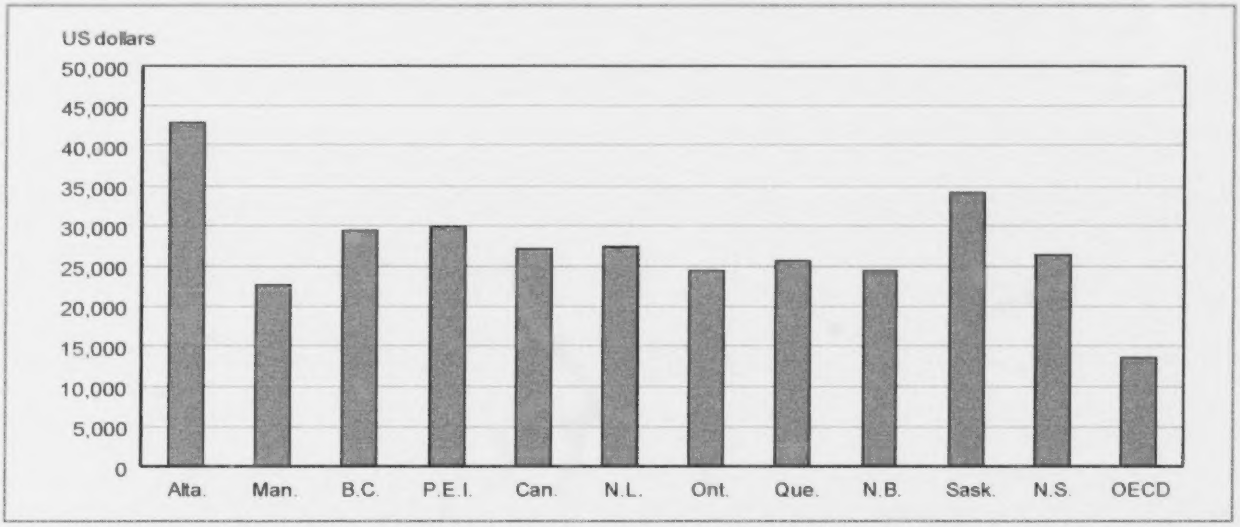
[33] It was not possible to compare expenditure on university education with the OECD average, because this year the OECD provided a total for tertiary education, but no detail for the university sector.

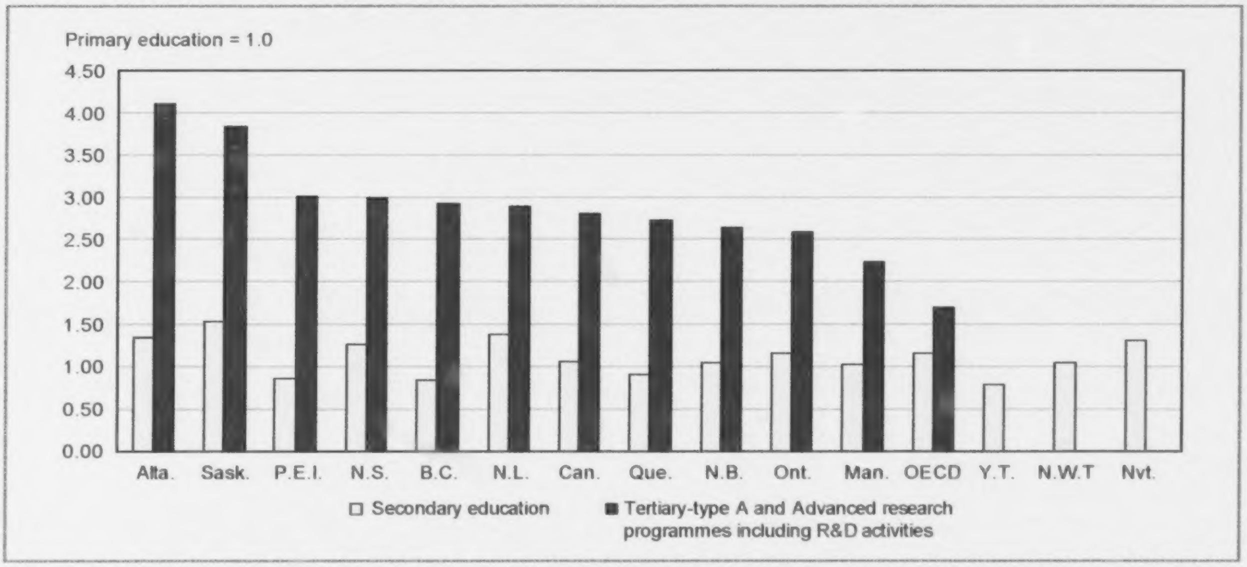
Chart B.1.1.3
Annual expenditure by educational institutions per student for all services, university education, 2009/2010



Notes: All figures are in US dollars, converted using purchasing power parity (PPP); calculated on the basis of full-time equivalent students. For university education, the OECD average includes the entire tertiary sector (ISCED levels 5A, 5B and 6). Figures for the provinces and territories and the Canadian average are for the university level (ISCED levels 5A/6).

Source: Table B.1.1.2.

Chart B.1.3
Expenditure by educational institutions per student at various levels of education for all services relative to the average of pre-primary, primary and secondary education, 2009/2010



Notes: The OECD average includes the entire tertiary sector (ISCED levels 5A, 5B, 6). Figures for the provinces and territories and the Canadian average are for the university level (ISCED levels 5A/6).
Certain differences in the cost per student figures by province/territory at the secondary level are attributable to whether or not registrations for adult education programs are included in enrolments. This should be considered when making inter-provincial/territorial comparisons.

Source: Table B.1.1.2.

Definitions, sources and methodology

Data refer to the 2009/2010 financial year (April 2009 to March 2010) and are for the elementary and secondary levels and for the university sector. A method is being developed to estimate this indicator for college as well. The OECD figures are from the UOE data collection on education statistics, administered by the OECD in 2012.[34]

Expenditure by educational institutions per student at a particular level of education is calculated by dividing the total expenditure by educational institutions at that level by the corresponding full-time equivalent enrolment. Only educational institutions and programs for which both enrolment and expenditure data are available are taken into account. In accordance with the OECD definition provided in the data collection manual, debt servicing expenditure is excluded.

For Canada, financial data for elementary and secondary school levels are based on five Statistics Canada surveys: the Survey of Uniform Financial System – School Boards (this is the largest source of expenditure reporting); the Elementary-Secondary Education Survey (ESES) (for the estimates of capital spending in three provinces); the Survey of Federal Government Expenditures in Support of Education (most of which is for the education of First Nations students); the Survey of Financial Statistics of Private Elementary and Secondary Schools; and the Provincial Expenditures on Education in Reform and Correctional Institutions survey. The last two are inactive, but the figures are estimated based on data from previous years.

The financial data obtained at the elementary and secondary levels are not divided by level. Given that salaries are the largest financial item, the expenditure is broken down by level based on an estimate of the payroll at each level. The ESES does not provide details on teachers per level. In the 2006 Census, teachers in each province and territory reported whether they were teaching at the elementary or secondary level, as well as their average salaries. Payroll was calculated by multiplying the number of teachers at each level by the average salary at that level. For each jurisdiction, the proportion of total payroll going to each level was then used to multiply total expenditure; e.g., if, in one jurisdiction, 69% of payroll went to the elementary level, it was assumed that 69% of total expenditure was attributable to that level.

Enrolment data for elementary and secondary school levels are the sum of enrolment in public and private schools (ESES) and enrolment in First Nations band-operated schools (Aboriginal Affairs and Northern Development Canada). Enrolment corresponding to the 2009/2010 financial year was obtained using 5/12 of the enrolment for the 2008/2009 school year and 7/12 of the enrolment for the 2009/2010 school year.[29]

The manner in which enrolment was weighted between elementary and secondary levels is implicit in the definition of secondary school,[35] which varies from Grades 7 to 11 (Quebec), 8 to 12 (British Columbia and Yukon), 9 to 12 (New Brunswick, Ontario and Manitoba), up to 10 to 12 (Newfoundland and Labrador, Prince Edward Island, Nova Scotia, Saskatchewan, Alberta, Northwest Territories, and Nunavut), given that teachers report whether they teach at the elementary or secondary level, and given that the definition of secondary school varies by province. (In Tables B.1.1.1 through B.1.2.2, the secondary grades are reflected in the ISCED 3 category labelled "upper secondary".) A different weighting was applied when calculating the figures for Canada that appear in Education at a Glance 2013: OECD Indicators. In that publication, enrolment for Canada at the upper secondary level was defined as Grades 9 to 12. The weighting factors were calculated based on actual enrolment figures in the respective grades in public school and in private schools in the 2009/2010 school year (ESES), and applied to the total weighted enrolment corresponding to the 2009/2010 financial year.

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34. For more information, see Annex 3 of *Education at a Glance 2013: OECD Indicators*, available on the OECD Web site: www.oecd.org.
35. See Figure 1 in Appendix 1: Structure of Education and Training in Canada in *Education Indicators in Canada: Handbook for the Pan-Canadian Education Indicators Program*.

The following table gives weighting factors for both expenditure and enrolment in Canada.

Weighting factors used to divide expenditure and enrolment by level

Jurisdiction	Elementary		Secondary		Definition of secondary
	Expenditure	Enrolment	Expenditure	Enrolment	
	percent				grade
Newfoundland and Labrador	65.8	72.5	34.2	27.5	10 to 12
Prince Edward Island	73.4	70.1	26.6	29.9	10 to 12
Nova Scotia	68.3	73.3	31.7	26.7	10 to 12
New Brunswick	63.6	64.5	36.4	35.5	9 to 12
Quebec	51.0	48.6	49.0	51.4	7 to 11
Ontario	59.5	63.5	40.5	36.5	9 to 12
Manitoba	63.6	64.0	36.4	36.0	9 to 12
Saskatchewan	62.7	71.5	37.3	28.5	10 to 12
Alberta	66.6	72.8	33.4	27.2	10 to 12
British Columbia	58.1	54.0	41.9	46.0	8 to 12
Yukon	63.4	58.0	36.6	42.0	8 to 12
Northwest Territories	69.6	71.1	30.4	28.9	10 to 12
Canada in this report	59.1	60.9	40.9	39.1	
Canada in the OECD report	59.4	64.6	40.6	35.4	9 to 12

For the university sector, the financial data were drawn from the Financial Information of Universities and Colleges Survey (FIUC), done in conjunction with the Canadian Association of University Business Officers (CAUBO), and the Survey of Federal Government Expenditures in Support of Education. The enrolment figures come from the Postsecondary Student Information System (PSIS); figures for the 2008/2009 and 2009/2010 academic years were used. Enrolment was first converted into full-time equivalents (i.e., the number of part-time students was divided by 3.5). Then the two academic years were weighted to correspond to the 2009/2010 financial year (April 2009 to March 2010) by applying 5/12 of the first and 7/12 of the second.

For comparison with the OECD, expenditure in Canadian currency was converted into equivalent US dollars by dividing the national currency figure by the purchasing power parity (PPP) index for the gross domestic product (GDP). The value of 1.200 (for the calendar year 2009) was used. The PPP index was used because the market exchange rate is affected by many factors (interest rates, trade policies, economic growth forecasts, etc.) that have little to do with current relative domestic purchasing power in different OECD countries. Expenditure data are not adjusted for the differences in the cost of living across the provinces and territories.

Educational services are the expenditure portion that covers the real mission of educational institutions, which is to provide education. There are also expenditures on ancillary services, which have two main components: student welfare services (transportation, lodging and meals) and services for the general public (museums, radio and cultural programs). In the university sector, ancillary services typically include bookstores, food services (dining hall, cafeterias and vending machines), residences and housing, parking, university press publishing, laundry services, property rentals, university facility rentals, theaters, and conference centres.

Education expenditure at the tertiary level also includes expenditure on research and development, such as subsidies received by the institution for research projects and an estimate of the proportion of other current expenditures allocated to research and development. In consideration of the current review of reporting practices, especially with respect to expenditure on research and development, in the main finance data source (the CAUBO survey), R&D figures for the provinces/territories will not be published this year.

The OECD average is calculated as the average of all OECD countries for which data are available.

Note: The corresponding OECD indicator is B1, *How much is spent per student?*.

B2 Expenditure on education as a percentage of GDP

Context

This indicator provides a measure of the proportion of national wealth that is invested in educational institutions by linking public and private expenditures with gross domestic product (GDP).

Expenditure on education is an investment that can help foster economic growth and enhance productivity. Education contributes to personal and social development and reduces social inequality. The allocation of financial resources to educational institutions is a collective choice, made by government, business, and individual students and their families. It is partially influenced by the size of the school-age population and enrolment in education, as well as relative wealth.

Observations

GDP allocated to educational institutions

With 6.7% of its GDP allocated to educational institutions in 2009, Canada devoted slightly more than the 6.3% average estimated by the Organisation for Economic Co-operation and Development (OECD),[36] based on the member countries for which comparable data were available (Table B.2.1). In comparison with the other countries, Denmark, New Zealand, Iceland, South Korea, Norway, Israel, and the United States devoted more of their GDP to educational institutions than did Canada. Estimates for several other OECD countries, including Australia (6.1%), Slovenia (5.9%), Switzerland (5.6%), United Kingdom (6.5%), Portugal (5.8%), and Austria (5.8%) were less than the figure for Canada.

The financial commitment to educational institutions also varied from one province or territory to another. The largest proportions of GDP invested in educational institutions in 2009 were in Nunavut (8.8%), Prince Edward Island (8.6%), Nova Scotia (8.3%) and Yukon (7.0%) (Table B.2.1; Chart B.2.1). The proportion of GDP invested in education in most provinces/territories not only exceeded the Canada-level average (6.7%), but it was also higher than the OECD's overall average of 6.3%. Estimates for British Columbia (6.4%), Newfoundland and Labrador (5.9%), Saskatchewan (6.2%) and Alberta (5.5%) were slightly lower than the national average.[37]

Primary and secondary education

Overall, in the OECD countries, 61.9% (3.9% of 6.3%) of the expenditure on educational institutions was for pre-primary, primary, secondary and postsecondary non-tertiary education. This is not surprising, since primary and lower secondary education is compulsory and enrolments in upper secondary education are generally high. In Canada, 58.4% (3.9% of 6.7%) of the national wealth invested in education in 2009 was spent on these types of education,[38] less than the 61.9% (3.9% of 6.3%) average for the OECD countries (Table B.2.1).[39]

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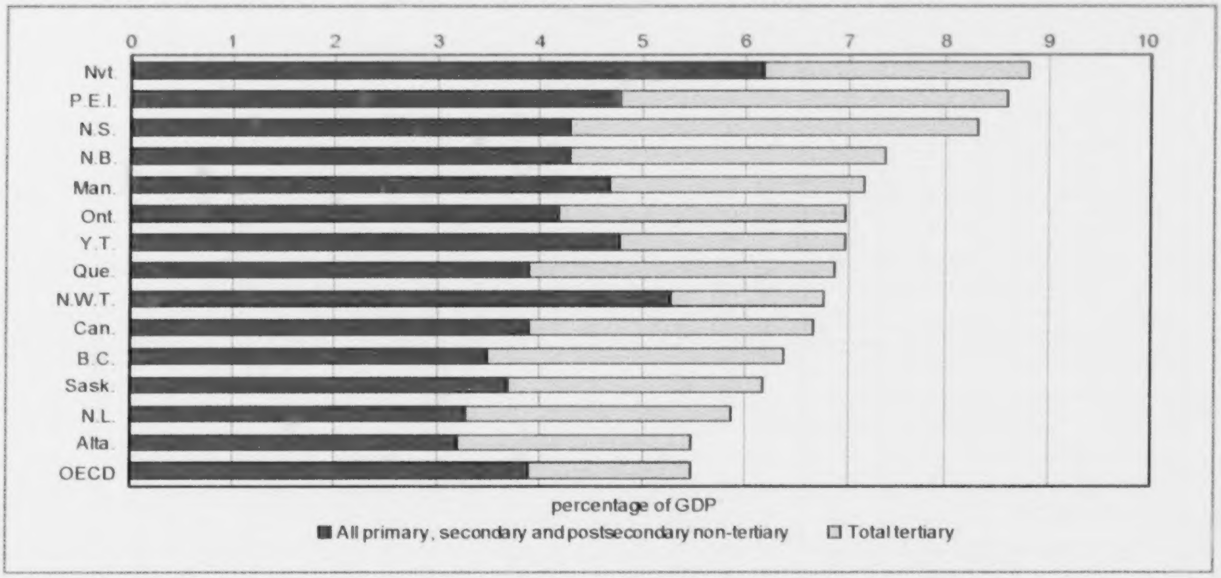
[36] The international data presented in this report reflect figures published in the OECD's *Education at a Glance 2013: OECD Indicators*, available on the OECD Web site: www.oecd.org.

[37] In some jurisdictions, the lower ratio of education expenditure to GDP may be a result of relatively high provincial wealth, not necessarily lower expenditures on education. Both Alberta and Newfoundland and Labrador actually spent relatively high amounts on education per student in 2009/2010, as seen in Indicator B1, Expenditure per student (Table B.1.1.1, Columns 5 and 6).

[38] Canada classifies expenditure by education level in a way that differs slightly from that of most other countries; that is, expenditure on pre-elementary education is grouped with expenditure at the elementary and secondary levels, while expenditure on postsecondary non-tertiary education (essentially technical and vocational training) is grouped with tertiary-type B expenditure. This should not affect comparability, however, since expenditure at the elementary and secondary levels is dominant.

[39] Figures calculated using unrounded numbers; the tables present rounded figures.

Chart B.2.1
Public and private expenditure on educational institutions as a percentage of GDP, by level of education, 2009



Source: Table B.2.1.

In all provinces and territories, over half of the money spent on education in 2009 went towards pre-primary, primary, secondary and postsecondary non-tertiary education (Table B.2.1, column 2 as a percentage of column 9). In three of the provinces (Manitoba, Saskatchewan and Ontario) and in all three territories, the amount spent exceeded the average for Canada. Figures for the remaining provinces reveal proportions below or similar to the Canadian average, ranging from 51.8% in Nova Scotia to 58.4% in Alberta. More than 70% of the spending on education in the Northwest Territories and in Nunavut was for primary and secondary education.

Share spent on tertiary education

In 2009, 41.8% (2.8% of 6.7%) of the share of GDP that Canada invested in education was allocated to the tertiary sector (Table B.2.1, column 6 as a percentage of column 9). This means that, among the OECD countries, Canada, along with the United States (38.4%) and Chile (37.5%), allocated the largest shares of education spending to tertiary education.

Nova Scotia was the province where the highest proportion (48.2% [4.0% of 8.3%]) of the money spent on education went towards tertiary education (Table B.2.1; Chart B.2.1). The figures for Prince Edward Island, New Brunswick, Newfoundland and Labrador, Quebec and British Columbia were also similar to or above the Canada average of 41.8%. The estimates for Ontario, Manitoba and Saskatchewan were below the national average for 2009. With few schools at the tertiary level, the percentage spent for the three territories were, as expected, well below the average for Canada, less than one-third.

Definitions, sources and methodology

This indicator shows expenditure (public and private) with regard to educational institutions as a percentage of gross domestic product (GDP), by level of education and for all levels of education combined.

"Expenditure on educational institutions" includes spending on both instructional and non-instructional educational institutions. *Instructional educational institutions* are entities that provide instructional programmes (e.g., teaching) to individuals directly in an organized group setting or through distance education.[40] *Non-instructional educational institutions* are entities that provide advisory, administrative or professional services to other educational institutions but do not enrol students themselves.

The financial data for Canada were drawn from seven Statistics Canada surveys[41] and exclude expenditure related to debt service. GDP data were provided by the System of National Accounts Branch. All data for Canada, the provinces and territories refer to the 2009 financial year. The OECD averages (for the 2010 financial year) are based on data from all countries collected by the OECD through the UOE data collection on educational systems, conducted jointly by three international organizations (UNESCO, the OECD and Eurostat) and administered by the OECD in 2012.

Note: The corresponding OECD indicator is B2, *What proportion of national wealth is spent on education?*.

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[40] Business enterprises or other institutions providing short-term courses of training or instruction to individuals on a one-to-one basis are excluded.

[41] Statistics Canada: Elementary-Secondary Education Survey; Survey of Uniform Financial System – School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Financial Information of Universities and Colleges Survey; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; and Financial Statistics of Community Colleges and Vocational Schools.

B3 Distribution of expenditure on education

Context

This indicator outlines spending on education services and resources, identifying the proportion of budgets allocated to current and capital expenditures. A breakdown of current spending—compensation of teachers, other staff and other expenses—is also presented.

The distribution of expenditures may be influenced by a number of factors, including compensation for teachers, the generosity of pension plans, the size of the non-teaching staff, and the different needs for infrastructure. Budget allocation can affect the quality of services, the condition of equipment, and the ability of the education system to adapt to changes in enrolments. Both budgetary and structural decisions taken at the system level have repercussions extending into the classroom: they influence the nature of instruction and the conditions in which it is provided.

Observations

Current expenditure

Current spending accounted for a substantial proportion of educational expenditure in Canada in 2009: 92.0% for primary, secondary and postsecondary non-tertiary education, and 88.8% for tertiary (Table B.3.1; Chart B.3.1.1 and Chart B.3.1.2). These figures are fairly similar to the average proportions reported by the Organisation for Economic Co-operation and Development (OECD) for its member countries: 91.3% and 90.3%, respectively.[42,43] Current expenditure reflects spending on school resources that are used each year for the operation of schools, including compensation of staff.

The substantial proportion of educational spending on current resources is also mirrored across the provinces and territories. The share of education spending allocated to current expenditure in the primary, secondary and postsecondary non-tertiary category was lower than the Canada average in Prince Edward Island, Alberta, Nunavut and the Northwest Territories. For the tertiary category, the current spending share was lower than the Canada average in New Brunswick, Saskatchewan and Alberta.

According to recent data from the OECD, the relative share of current expenditure varied considerably from one country to another: from 77.9% in Australia to 98.0% in Austria at the primary, secondary and postsecondary non-tertiary level, and from 78.5% in Slovak Republic to 95% or more in Belgium, Sweden, Finland, and Denmark at the tertiary level.

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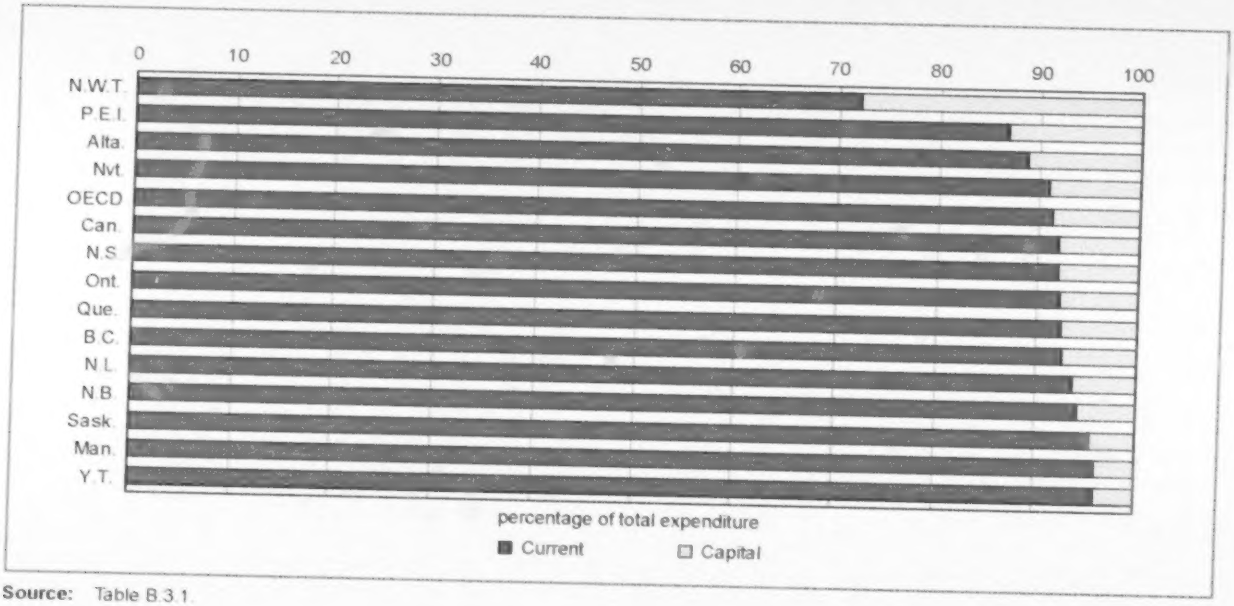
[42] In Canada, expenditure for postsecondary non-tertiary education is aggregated with that for tertiary-type B (ISCED 5B) education; however, this is not expected to have a substantial effect on ratios or data comparability, considering the minimal relative weight of expenditure on postsecondary non-tertiary education.

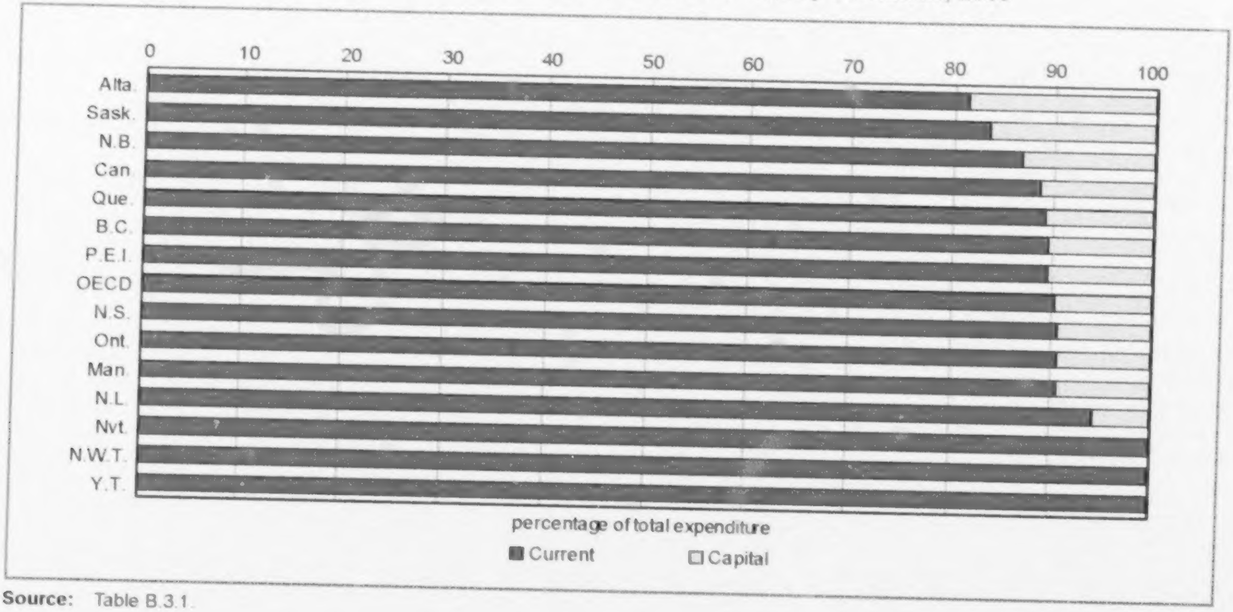
[43] The international statistics presented in this report reflect figures published in the OECD's *Education at a Glance 2013: OECD Indicators*, available on the OECD Web site: www.oecd.org.

Chart B.3.1.1
Distribution of total expenditure by educational institutions for primary, secondary and postsecondary non-tertiary education, 2009



Source: Table B.3.1.

Chart B.3.1.2
Distribution of total expenditure by educational institutions for tertiary education, 2009

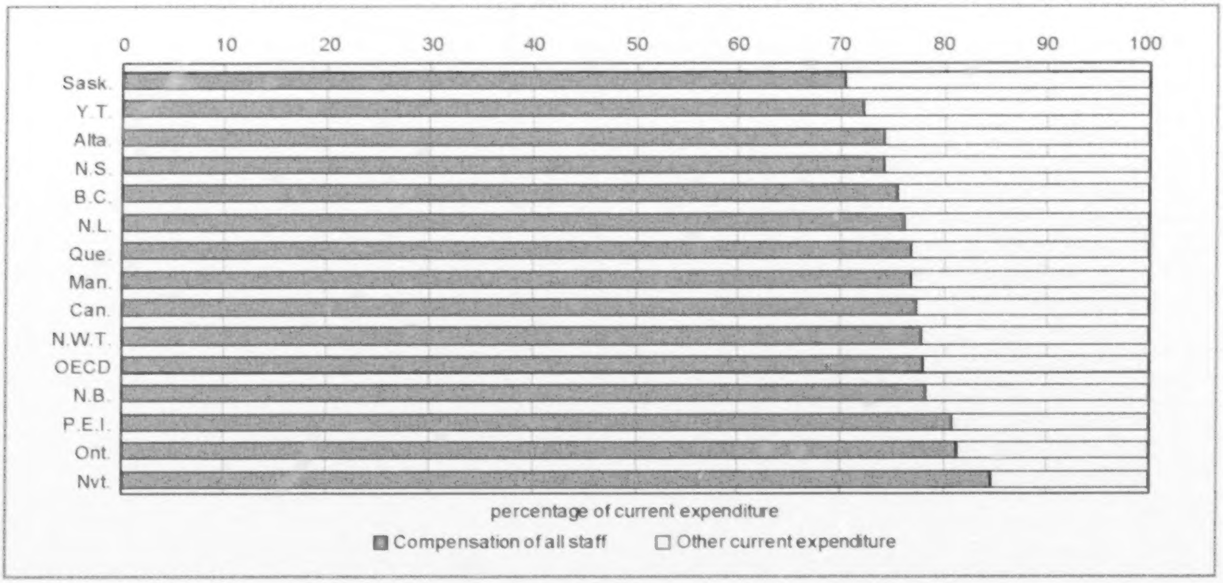


Source: Table B.3.1.

Compensation of staff

Current expenditure is subdivided into three broad categories: compensation of teachers; compensation of other staff; and other current expenditure (teaching materials and supplies, regular maintenance and cleaning of school buildings, preparation of students' meals, and rental of school facilities). For primary, secondary and postsecondary non-tertiary education, the compensation of staff (77.4%)—particularly teachers (62.5%)—accounted for the largest proportion of current expenditure in Canada in 2009, a situation mirrored in all OECD countries (Table B.3.1; Chart B.3.2.1). At the tertiary level in Canada, 64.7% of current expenditure was devoted to compensation of all staff; 37.1%, to compensation for teachers (Table B.3.1; Chart B.3.2.2).

Chart B.3.2.1
Distribution of current expenditure by educational institutions for primary, secondary and postsecondary non-tertiary education, 2009



Source: Table B.3.1.

As was the case for Canada overall, the proportion of current expenditure allocated to compensation of all staff employed in education was larger for the primary, secondary and postsecondary non-tertiary category than for the tertiary category in all provinces and territories (Table B.3.1; Chart B.3.2.1 and Chart B.3.2.2). The proportion in primary, secondary and postsecondary non-tertiary varied from 70.4% in Saskatchewan to 84.8% in Nunavut; for tertiary, figures ranged from 56.2% in the Northwest Territories to 68.7% in Quebec.

Capital expenditure

In Canada in 2009, 11.2% of education expenditure for tertiary education was allocated to capital expenditure; the OECD average was 9.7% (Table B.3.1). The proportion of tertiary spending allocated to capital expenditure was lowest in Newfoundland and Labrador (5.7%) and the highest in Alberta (18.6%). The proportions in Prince Edward Island (10.4%), British Columbia (10.4%), and Quebec (10.8%) (Chart B.3.1.2) were close to the average for Canada. Capital expenditure reflects spending on assets that last longer than one year and includes spending on the construction, renovation and major repair of buildings.[44]

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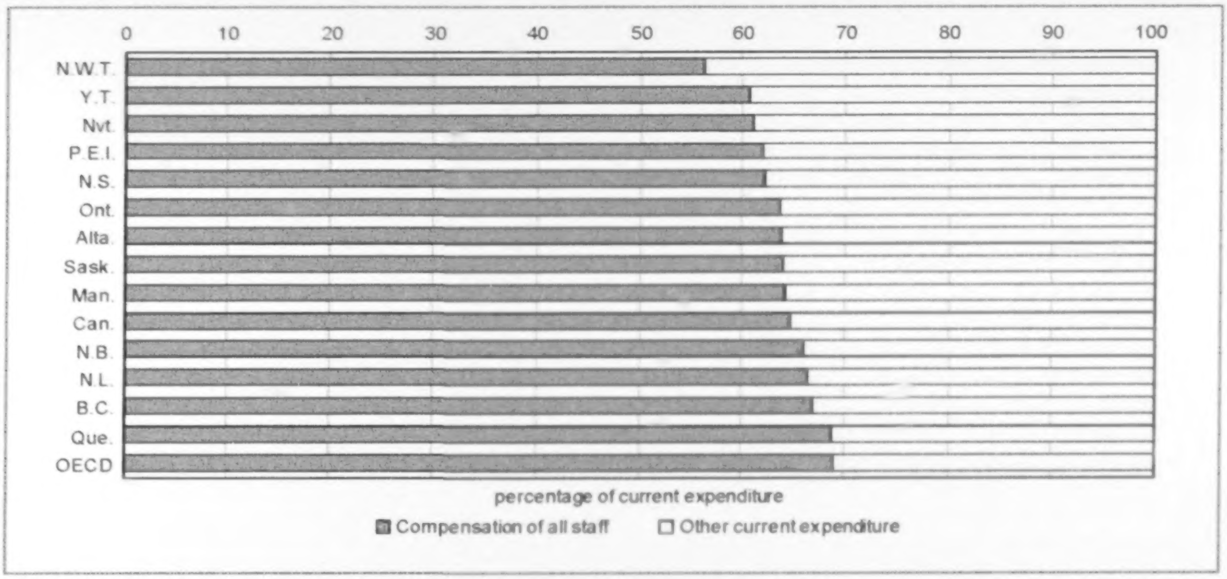
[44] In 2009, the federal government introduced the *Knowledge Infrastructure Program (KIP)* as an economic stimulus to revitalize facilities at the universities, CEGEPs and colleges across Canada.

Chart B.3.2.2

Distribution of current expenditure by educational institutions for tertiary education, 2009



Source: Table B.3.1.

For primary, secondary and postsecondary non-tertiary, the proportion of education spending allocated to capital expenditure was less than that for tertiary education both in Canada (8.0%) and in OECD countries (8.7%) (Table B.3.1; Chart B.3.1.1 and Chart B.3.1.2). This was also the case in most provinces except for Newfoundland and Labrador and Prince Edward Island, where the proportions of education spending allocated to capital expenditures for primary, secondary and postsecondary non-tertiary were above those for tertiary education. In the three territories, capital expenditures in primary, secondary and postsecondary non-tertiary education accounted for between 4.0% (Yukon) and 27.9% (Northwest Territories) of total education expenditure, but with few institutions at the tertiary level (there are four colleges in the territories), such expenditures were negligible.

The distribution of education expenditures has been relatively stable over the last five years for Canada and the provinces, with the territories showing more variability, especially in the distribution of capital and current expenditures at the primary, secondary and postsecondary non-tertiary level.

Definitions, sources and methodology

This indicator shows the proportion of budgets allocated to current and capital spending at different education levels. Expenditures are based on accrual and cash (or fund) accounting, depending on the data source(s) used by the provinces/territories. It also shows the proportion of current expenditure allocated to compensation of teachers and of other staff, along with other current expenditure.

The distinction between current expenditure and capital expenditure is taken from the standard definition used in national accounts. Current refers to resources used each year by institutions as they carry out their activities. Capital covers assets that last longer than one year, including spending on new or replacement equipment and construction or renovation of buildings. Neither takes expenditure related to debt service into account.

Expenditure on educational core services includes all expenditure directly related to instruction and education; i.e., all expenditure on teachers, school buildings, teaching materials, books and administration of schools.

The data for Canada reflect the 2009 financial year, and figures were drawn from seven Statistics Canada surveys: the Elementary-Secondary Education Survey; the Survey of Uniform Financial System-School Boards; the Survey of Financial Statistics of Private Elementary and Secondary Schools; the Financial Information of Universities and Colleges Survey; the Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; and Financial Statistics of Community Colleges and Vocational Schools. Information for OECD member countries, and the OECD averages, refer to data for the 2010 financial year and are based on the data collection on educational systems conducted jointly by three international organizations—UNESCO, the OECD and Eurostat—and administered by the OECD.

Note: The corresponding OECD indicator is B6, *On what resources and services is education funding spent?*.

Chapter C

Access to education, participation and progression

C1 International students

Context

This indicator presents international students as a proportion of enrolment in tertiary education in accordance with the three International Standard Classification of Education (ISCED) categories,[45] which represent enrolments in colleges and universities.[46] Changes in the number of international students over time are also presented, as well as their distribution by province of study and by region of origin.

Students choose to pursue their education abroad for many reasons. Some may do so because they wish to explore different cultures, societies and languages while improving their employment prospects. Others, particularly those in developing countries, may actually need to leave their home country to pursue a tertiary education. Growing recognition of the importance of tertiary education as a determinant of higher earnings and employability has led to a growing demand, one that educational institutions in some countries may find difficult to meet. At the same time, the globalization of markets has increased demand for workers with broader knowledge and competencies, with work increasingly performed by teams that span regions and countries.

Several factors may contribute to the choice of country for study. The language spoken and used in instruction, the quality of education offered, the tuition fees and cost of living, and the immigration policy of the destination country are all important factors. Other factors include recognition of foreign degrees, future jobs opportunities, and any geographical, trade and cultural links between countries.

International students are generally well received because they represent an additional source of revenue for the institutions they attend. They may also contribute to the viability of programs when the domestic student base is somewhat limited. In Canada, as in other countries that belong to the Organisation for Economic Co-operation and Development (OECD), many institutions and governments are now actively marketing their educational programs to attract such students. In addition to the economic benefits they may provide, international and foreign students also add to the social and cultural dimensions of the communities in which they study. They may become future citizens, or they may become unofficial ambassadors when they return home.

Observations

International students in tertiary education

In Canada in 2010, over 100,000 international students were registered in tertiary programmes, and the vast majority of them (72.2%) were in tertiary-type A programmes (Chart C.1.1; Table C.1.1). They accounted for 7.5% of all students enrolled in tertiary education, a proportion slightly above the average for OECD countries (6.9%).

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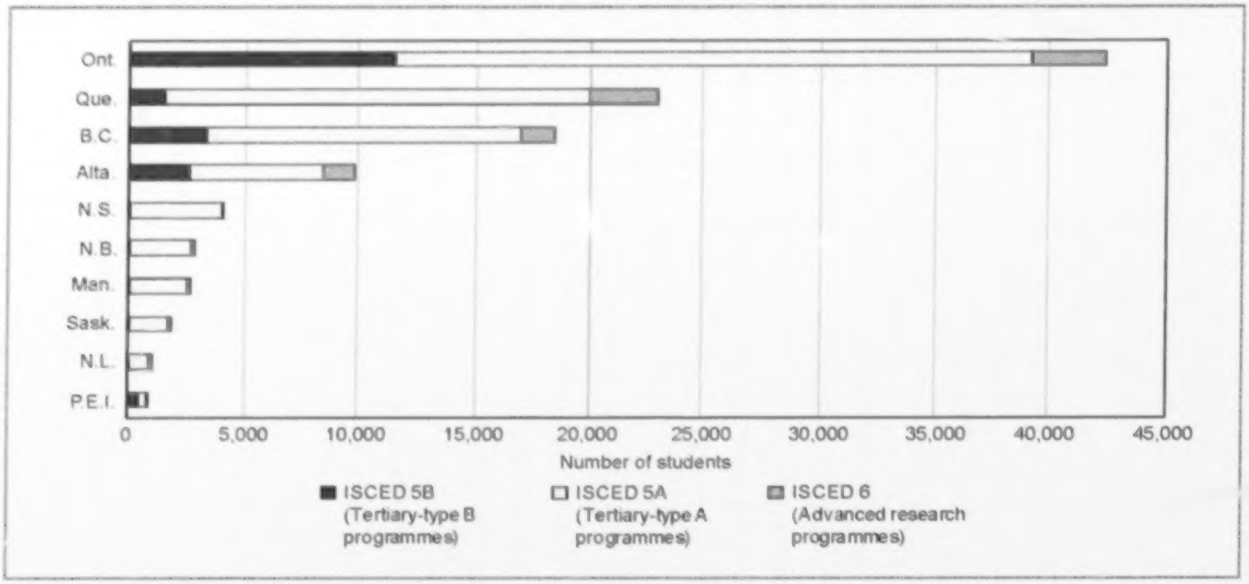
[45] Please see the "ISCED classification and descriptions" section in this report's Notes to readers for brief descriptions of the ISCED categories.

[46] In Canada, universities are located in the 10 provinces; there are no universities in the territories.

The proportion of international students among all tertiary enrolments varied widely in the OECD countries, from 19.8% in Australia to less than 1% in Chile.[47] In Canada, the concept of "international students" includes non-permanent residents, such as those with a study permit. It also includes those enrolled in a Canadian program from a Canadian institution that is not located in Canada (also known as "offshore students") as well as non-Canadian students studying via the Internet (see the "Definitions sources and methodology" section of this indicator for detailed definitions).

Chart C.1.1
Number of international students in tertiary education, by level of education, provinces, 2010



Source: Statistics Canada, Postsecondary Student Information System (PSIS).

Although this analysis focuses on international students, it should be noted that, in 2010, Canada was hosting 4.7% of all "foreign" students"[48] (i.e., all students who are educated in a country for which they do not hold citizenship) enrolled in tertiary programmes, compared with 4.6% in 2000. This was the sixth largest share after the United States, the United Kingdom, Germany, France and Australia. Worldwide, the number of students enrolled outside their country of citizenship increased from 2.1 to 4.3 million between 2000 and 2011, an increase of 105.9%. In Canada, the concept of "foreign students" includes all "international students", plus all students who are landed immigrant/permanent residents (see the "Definitions sources and methodology" section of this indicator for detailed definitions).

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[47] The international data presented in this report reflect figures published in the OECD's *Education at a Glance 2013: OECD Indicators*, available on the OECD Web site: www.oecd.org.

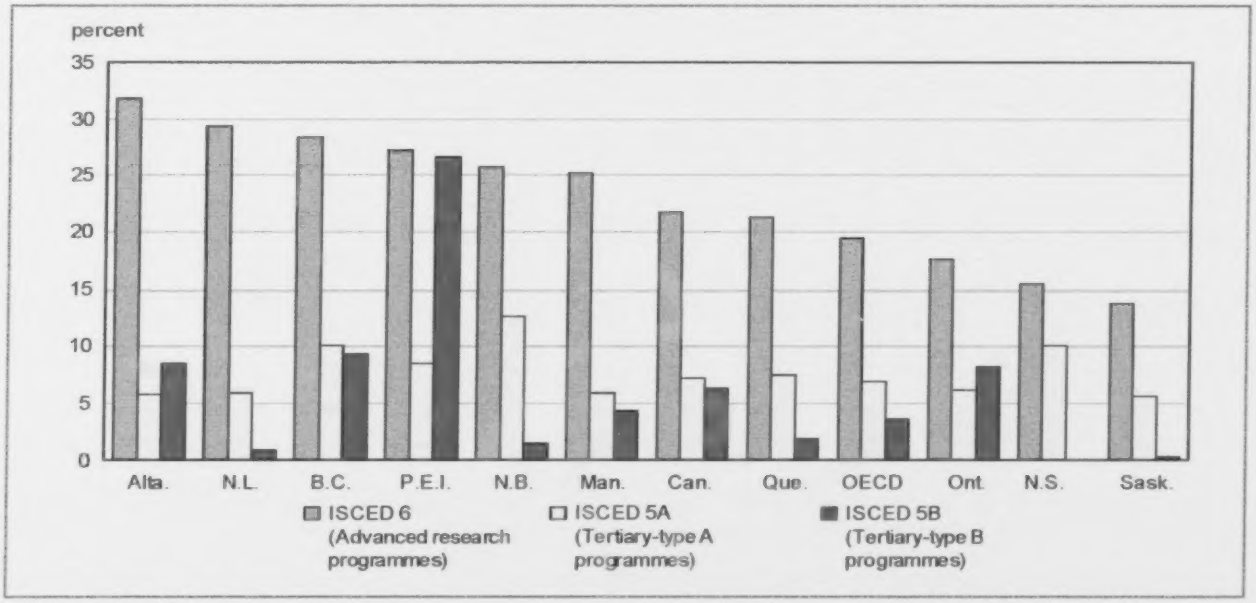
[48] The OECD presents a longer time series for foreign students, but it has collected data on international students only since 2005. "International students" is the preferred statistics from the Canadian perspective. For the differences between the two concepts, see the "Definitions, sources and methodology" section in this indicator.

Across the provinces, the proportion of international students enrolled in the tertiary education systems ranged from 5.3% in Saskatchewan to 14.4% in Prince Edward Island. International students accounted for a higher share of total tertiary enrolment than in Canada and OECD countries in general in four provinces: Prince Edward Island (14.4%), New Brunswick (11.2%), British Columbia (10.5%) and Nova Scotia (8.8%). The figures for Canada were drawn from the Postsecondary Student Information System (PSIS) (for more information see the "Definitions, sources and methodology" section for this indicator, as well as the "ISCED classifications and descriptions" for PSIS in the Notes to readers section).

International students and type of tertiary education

In Canada, international students accounted for about one-fifth (21.8%) of the enrolment in ISCED 6 (advanced research programmes), a much higher proportion of enrolment than in ISCED 5A (tertiary-type A, 7.2%) and ISCED 5B (tertiary-type B, 6.4%) programmes. This pattern is observed in almost all provinces (Table C.1.1; Chart C.1.2). Correspondingly, across the OECD countries in general, 19.6% of students in advanced research programmes were international students, as were 6.9% of tertiary-type A and 3.6% of tertiary-type B students. While patterns vary across OECD countries, in some, like Australia (a key competitor to Canada in the market for international students), high proportions of international students were enrolled in both tertiary-type A (20.8%) and advanced research programmes (30.7%).

Chart C.1.2
Proportion of international students among all tertiary enrolments, by level of education, 2010



Source: Table C.1.1.

Seven of the provinces registered a higher proportion of international students in advanced research programmes (ISCED 6) than OECD countries in general (19.6%). Alberta (31.9%), Newfoundland and Labrador (29.4%), and British Columbia (28.4%) had the highest proportions of international students in advanced research programmes. From an international perspective, Switzerland (49.5%), the United Kingdom (40.9%) and New Zealand (39.7%) had the highest proportions in this category.

Generally, there was less variation across the provinces in the proportion of international students enrolled in the ISCED 5A and 5B programmes. In tertiary-type A programmes, in all provinces, they accounted for between 5.6% and 12.7% of tertiary-type A students, with New Brunswick, British Columbia and Nova Scotia registering the highest proportions. With respect to tertiary-type B programmes, international students in the majority of the provinces accounted for less than the Canadian average of 6.4%; the major exception was Prince Edward Island, where 26.7% of tertiary type B students were from abroad in 2010 (Table C.1.1; Chart C.1.2).

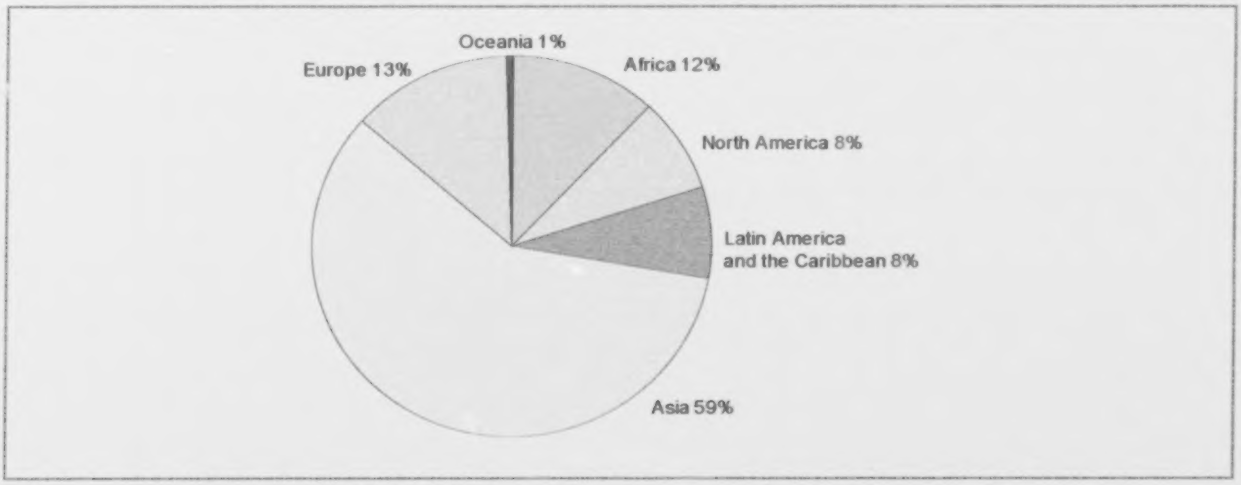
Change in the number of international students

The number of international students who were pursuing tertiary programmes in Canada rose from 43,794 to 106,974 between 2001 and 2010, an increase of 10.4% a year on average (Table C.1.1). During this period, there were five provinces reporting higher average annual growth rates than the Canadian average. The number of international students rose by an average annual growth rate of 23.5% in Prince Edward Island, 14.2% in Ontario, 12.0% in Newfoundland and Labrador, 11.9% in Manitoba and 11.1% in Alberta, while the rates for the other provinces varied between 5.1% and 8.9%.

Origin and province of study of international students in Canada

In 2010, of the total number of international students enrolled at the tertiary level in Canada, 58.7% were from Asia, 13.0% from Europe, 11.9% were from Africa, 8.1% from North America, 7.8% from Latin America and the Caribbean, and 0.5% from Oceania (Chart C.1.3; Table C.1.2).[49] Students from China represented the largest group of international students in Canada, accounting for 26.9% of international students in Canada, followed by students from the United States (7.7%), France (7.4%), India (6.0%), and South Korea (4.4%). The high proportion of Asian students in Canada is also mirrored in the OECD countries, where Asia is generally the largest source of international students, accounting for over half (52.0%) of the total.[50]

Chart C.1.3
Distribution of international students in tertiary education, by region of origin, Canada, 2010



Note: These proportions were calculated based on students for whom the country of origin was known (the "other" category [undeclared origin] was excluded from the calculation).
Source: Table C.1.2.

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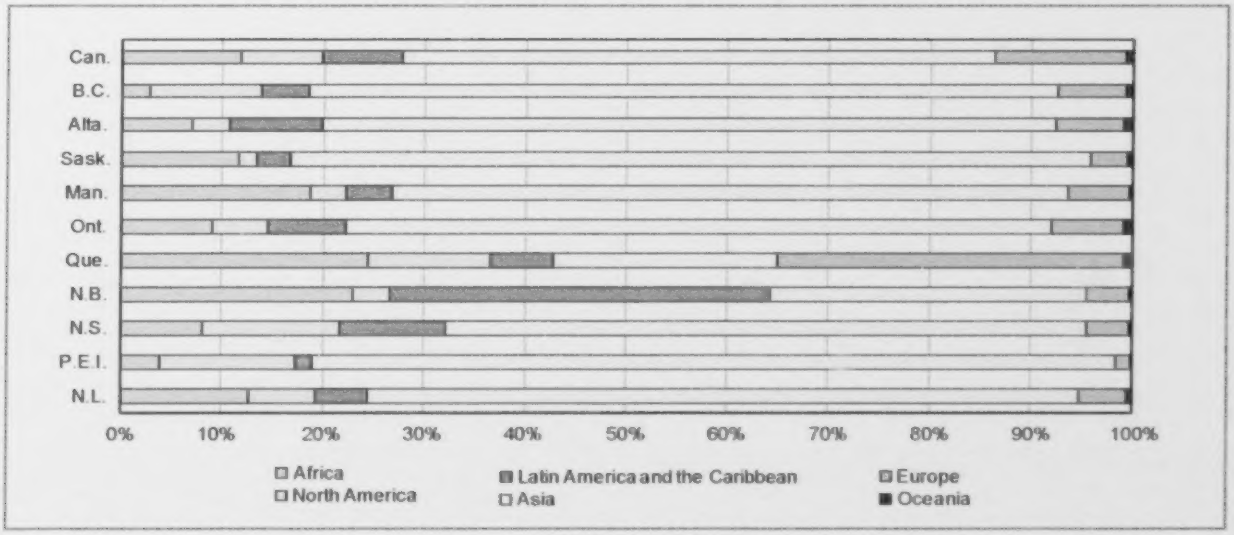
[49] These proportions were calculated based on students for whom the country of origin was known (the "other" category (undeclared origin) was not taken into account).

[50] See *Education at a Glance 2013: OECD Indicators*, Table C4.3, Distribution of international and foreign students in tertiary education, by country of origin (2011).

Ontario (39.6%), Quebec (21.4%) and British Columbia (17.3%) attracted the highest proportions of international students in 2010 (Table C.1.2; Chart C.1.1). Together they hosted more than three-quarters (78.4%) of the international students enrolled in tertiary education in Canada. For most provinces, with the exception of Quebec and New Brunswick, Asia provided the highest proportion of international students, generally followed by Africa and North America (Chart C.1.4). The mix is different in Quebec, with Europe and Africa providing more international students than Asia. In New Brunswick, the region of Latin America and the Caribbean provided the highest number of international students, followed by Asia.

Chart C.1.4

Distribution of international students in tertiary education, by region of origin, Canada and provinces, 2010



Source: Table C.1.2.

China provided the highest proportions of international students to all provinces except for Quebec and New Brunswick (ranging from 29.0% in Ontario to 71.9% in Prince Edward Island). In Quebec, not surprisingly, more than one-quarter (29.3%) of international students enrolled in tertiary programs were from France. In New Brunswick, in 2010 and for the last 10 years, Trinidad and Tobago provided a significant number of international students.

In 2010, Ontario was the most popular province of study for international students from Asia, Latin America and the Caribbean, and Oceania. Quebec hosted the highest proportions of European, African, and North American students. This is mainly attributable to students from the French-speaking countries of Africa and France who were enrolled in francophone universities and colleges in Quebec, and to students from the United States who were attracted to the English universities in Quebec. The highest proportions of Japanese and Taiwanese students were enrolled in universities and colleges in British Columbia.

Definitions, sources and methodology

This indicator examines the proportion of international students in the different categories of tertiary education. It also provides insight into the change in the number of international and foreign students between 2001 and 2010.

International students are those who are pursuing education in a country other than their country of residence or the country in which they were previously educated. In Canada, the concept of "international students" includes non-permanent residents,[51] such as those with a study permit. It also includes those enrolled in a Canadian program from a Canadian institution that is not located in Canada (also known as "offshore students") as well as non-Canadian students studying via the Internet.

Foreign students correspond to a broader concept that includes students who are educated in a country for which they do not hold citizenship. In Canada, the concept of "foreign students" includes all "international students", plus all students who are landed immigrant/permanent residents.[52]

The proportion of enrolment at a given education level accounted for by international students is obtained by dividing the number of students who are not Canadian citizens and who are not permanent residents of Canada by the total number of students at that level, and multiplying this ratio by 100. The total number of students includes all individuals educated in Canada, whether they are Canadian citizens or foreign nationals, but it excludes all Canadian citizens who are educated abroad.

The Canadian data were drawn from Statistics Canada's Postsecondary Student Information System (PSIS), which covers only public postsecondary institutions. As not all institutions currently provide data to PSIS, results for some jurisdictions rely in part on estimates. Due to certain methodological adjustments that have been made to the PSIS collection tool to improve reporting and mapping to ISCED, comparisons of results with those from previous years should not be made.

The OECD data on foreign students and international students reflect the 2010/2011 academic year (2009/2010 for Canada) and are drawn from the UOE collection of statistical data on education, which was carried out by the OECD in 2012. In Canada and other OECD countries, domestic and international students are usually counted on a specific day or period of the year (e.g., the PSIS enrolment data reflect the number of students who were enrolled in courses between September 30 and December 1, 2009, for the academic year 2009/2010). This procedure may not capture the total number of international students as some students may study abroad for less than a full academic year (e.g., those that enter in the winter or spring terms).

Note: The corresponding OECD indicator is C4, *Who studies abroad and where?*.

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[51] "Non-permanent residents" are people from another country in Canada on Work or Study Permits or as refugee claimants and any non-Canadian-born family living with them.

[52] A "landed immigrant/permanent resident" is a person who has been granted the right to live in Canada permanently by immigration authorities.

C2 Transitions to the labour market

Context

This indicator focuses on transitions from education to the working world. The percentages of individuals between 15 and 29 years of age who are considered to be "in education" or "not in education" are presented, along with their respective employment situations. Such information can be helpful in understanding how young adults may combine school and work, or how they may transition from one to the other. The "not in education" portion of this population is further examined with a focus on those individuals who are neither employed nor in education (or training), a group sometimes referred to as the "NEET" population.

In Canada and most other Organisation for Economic Co-operation and Development (OECD) countries, education policy-makers strive to encourage young people to complete at least their secondary education. As successfully reaching this milestone has become the norm for students in the majority of OECD countries, those who fail to do so will likely have much more difficulty when they enter the labour market, where lacking a high school education is usually an impediment to finding a job.

Recognition of the importance of postsecondary education for economic and social success—both for individuals and society—is widespread. However, the decisions that young people make regarding their education are often influenced by economic conditions. They may, for example, be inclined to leave school and enter the work force when the labour market is strong, or they may decide to continue with or return to their education when the labour market is weak and it is more difficult to find a job.

The transition from school to work is not always an easy process, and complexity may be added by a combination of factors including personal circumstances, the type and length of schooling received, and the labour market and overall economic conditions that younger people may face. It is also important to find ways to understand how this complexity may affect the NEET group, particularly the youngest members, as teens aged 15 to 19 will have both lower educational attainment and less work experience than young adults in their twenties.

Observations

Young adults in education, not in education

This international indicator portrays the education and employment status of young adults aged 15 to 29 to view some aspects of their transition from school to the working world. In Canada in 2011, 43.7% of young adults in this age group were still involved in education (Table C.2.1), a proportion that, of course, varies considerably between the youngest and oldest individuals (Chart C.2.1.1, Chart C.2.1.2 and Chart C.2.1.3). The most recent international average for the OECD countries,[53] which includes Canada, was slightly higher, with 47.2% of 15- to 29-year-olds in education (Table C.2.1).

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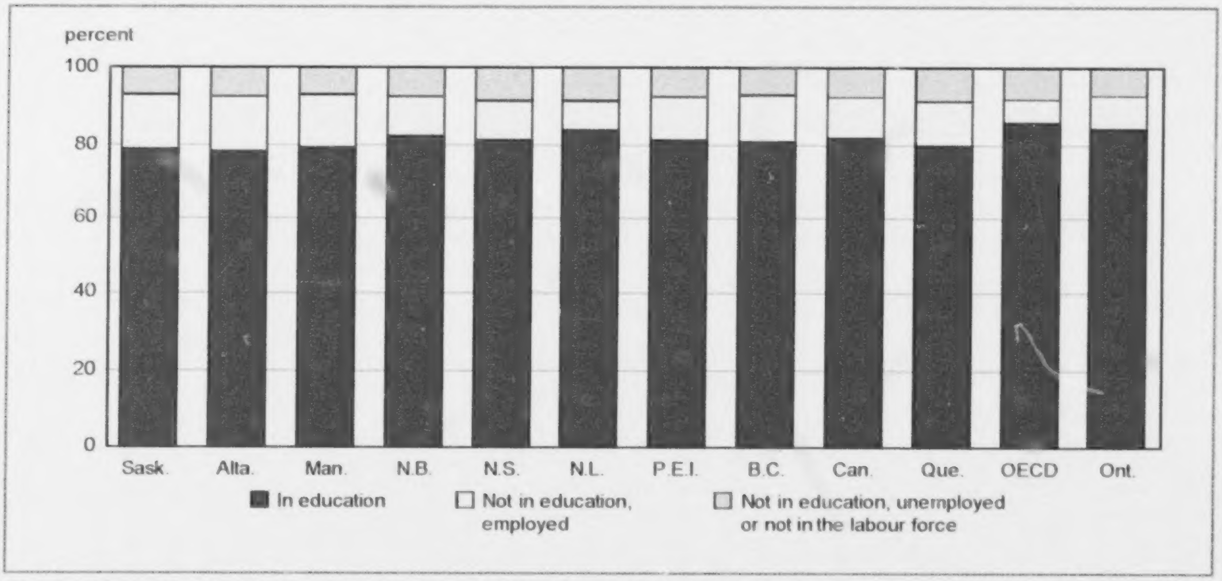
[53] The international data presented in this report reflect figures published in the OECD's *Education at a Glance 2013: OECD Indicators*, available on the OECD Web site: www.oecd.org.

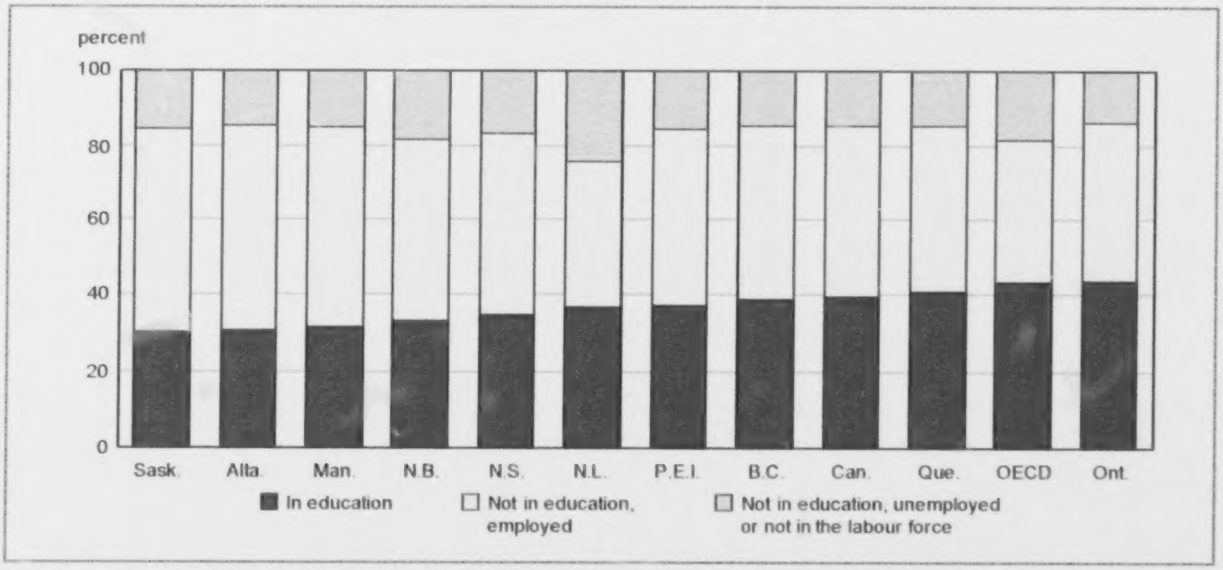
Chart C.2.1.1
Distribution of the 15- to 19-year-old population by education and employment status, 2011



Notes: The "not in education, unemployed or not in the labour force" reflects the combination of two categories to capture the "NEET" population; that is, those individuals who are not in employment and not in education (or training).
The data presented are ranked according to the ascending order of the percentage of 20- to 24-year-olds in education (Chart C.2.1.2). Data for the territories are not presented because some data points are not available.

Sources: Table C.2.1 and Table C.2.4.

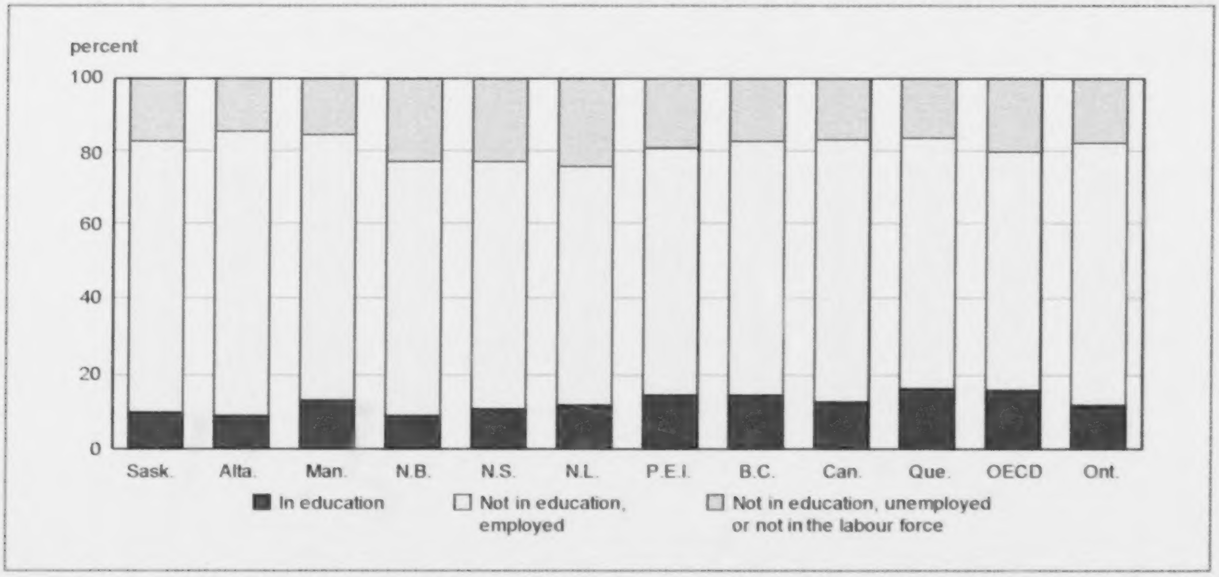
Chart C.2.1.2
Distribution of the 20- to 24-year-old population by education and employment status, 2011



Notes: The "not in education, unemployed or not in the labour force" reflects the combination of two categories to capture the "NEET" population; that is, those individuals who are not in employment and not in education (or training).
The data presented are ranked according to the ascending order of the percentage of 20- to 24-year-olds in education. Data for the territories are not presented because some data points are not available.

Sources: Table C.2.1 and Table C.2.4.

Chart C.2.1.3
Distribution of the 25- to 29-year-old population by education and employment status, 2011



Notes: The "not in education, unemployed or not in the labour force" reflects the combination of two categories to capture the "NEET" population; that is, those individuals who are not in employment and not in education (or training).
The data presented are ranked according to the ascending order of the percentage of 20- to 24-year-olds in education (Chart C.2.1.2). Data for the territories are not presented because some data points are not available.
Sources: Table C.2.1 and Table C.2.4.

As expected, the majority of youth aged 15 to 19 are still pursuing their education; the 2011 international estimate is 85.6%. In 2011, about 8 in 10 Canadian youth (81.4%) in this age range were "in education", which means that the remaining youth (18.6%) were no longer pursuing a formal education (Table C.2.1; Chart C.2.1.1). The overall OECD average for "not in education" 15- to 19-year-olds was 14.4%, close to the estimate recorded for the United States at 13.8%. Canada's "not in education" figure may seem somewhat high at first glance, given that school attendance is compulsory until at least age 16 in most of the country and until age 18 in New Brunswick, Ontario, Manitoba and Nunavut. But many in this 15-to-19 age group could actually be high school graduates who had not yet pursued any further education. And some of these 15- to 19-year-olds were employed in 2011 (10.9% of the 18.6% "not in education"). All figures for Canada were drawn from the Labour Force Survey (LFS) (for more information, see the "Definitions, sources and methodology" for this indicator and the Notes to readers section of this report).

The proportion of young adults "in education" was much lower among those aged 20 to 24 compared with their younger counterparts, dropping by about half to approximately 4 in 10 individuals, both in Canada (40.1%) and internationally (44.2%) (Table C.2.1; Chart C.2.1.2). In Canada in 2011, 45.3% of individuals aged 20 to 24 were "not in education" and employed, reflecting the transition into the working world; the corresponding OECD average was 37.5%. Not surprisingly, the "in education" numbers are lowest among those aged 25 to 29, as it is even more likely that young people in this age group will have moved out of education and into employment. The recent Canada and OECD figures for employed "not in education" individuals in this age group were 70.3% and 64.2%, respectively (Table C.2.1; Chart C.2.1.3).

Neither employed nor in education (NEET)

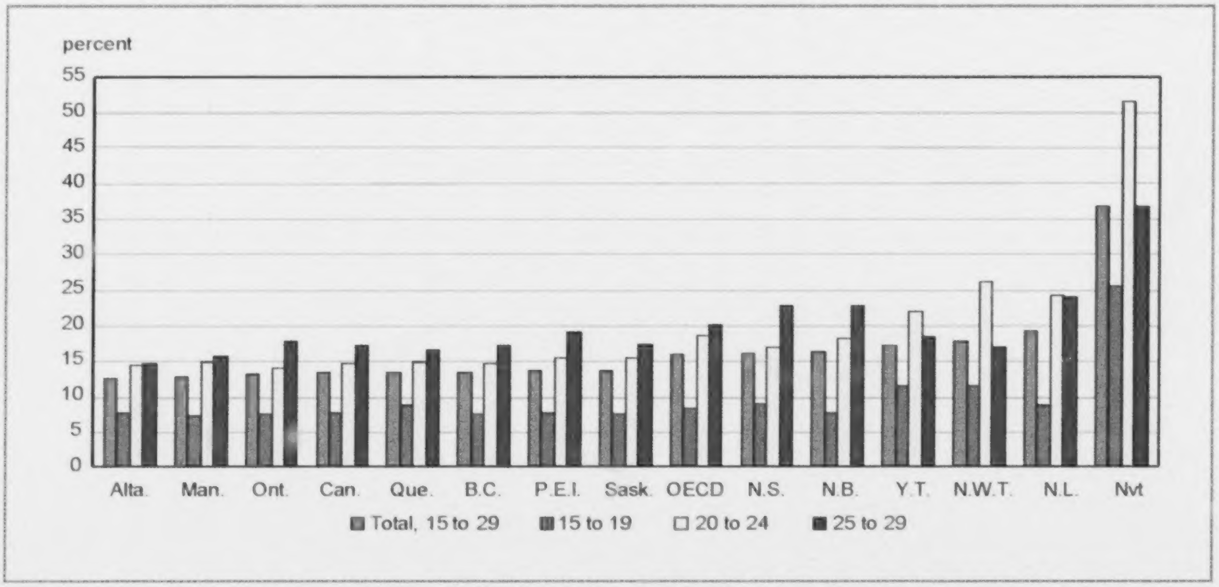
In addition to those who are employed, the total "not in education" portion of the 15- to 29-year-old population also includes those who are neither employed nor in education (or training). Such individuals are sometimes referred to as the "NEET" population. This captures a somewhat diverse group of young people in a number of possible situations. Some may be part of this group by choice, perhaps taking time off work and/or school to travel or to start families and care for their young children. Some might prefer to be working, but have abandoned the job search temporarily. These people would be seen as "not in the labour force"[54] as opposed to those who are seeking work but are unemployed. The group of people who are not in education and are either "unemployed" or "not in the labour force" is a population that could potentially be at risk for economic and social difficulties. While NEETs are seen in all three age groups that make up the overall 15-to-29 population (Chart C.2.1.1, Chart C.2.1.2 and Chart C.2.1.3), the presence of NEETs in the youngest age group (Chart C.2.1.1) is of most concern, given that one would expect that most 15- to 19-year-old youth would be in school, working towards high school graduation.

Not in education and not in employment, by age

In 2011, 13.3% of Canada's population aged 15 to 29 was neither employed nor in education (Table C.2.1 and Table C.2.4; see 2011 data for the "not employed", which is a summation of "unemployed" and "not in the labour force"). This compares with an OECD average of 15.8%. Overall, the situation in Canada is slightly better than that in the OECD as a whole, but there are important differences across provinces. In Canada and in the OECD overall, the highest proportion of individuals who were not in education and not in employment was in the 25-to-29 age group: 17.1% in Canada, reflecting a slightly better situation compared with the OECD's 20.0% (Table C.2.4; Chart C.2.2). In three of the provinces (Alberta, Manitoba and Quebec), the proportion of 25- to 29-year-old NEETs ranged from

Chart C.2.2

Percentage of 15- to 29-year-olds not in education and not in employment (unemployed or not in the labour force), by age group, 2011



Notes: The combination of the "unemployed" and the "not in the labour force" portions of the overall "not in education" category captures the "NEET" population; that is, those individuals who are not in employment and not in education (or training).

Ranked based on the percentages of NEETs (the "not employed" in Table C.2.4) in the total 15-to-29 age groups.

Source: Table C.2.4.

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[54] "Not in the labour force" means that they were not looking for a job, so were neither employed nor unemployed.

14.4% to 16.3%, below the national average for the age group. The proportion in Ontario (17.6%) was slightly higher than the Canada average. In the remaining provinces, the proportion of NEETs aged 25 to 29 was above the average for Canada, ranging from 17.3% in Saskatchewan through to 24.0% in Newfoundland and Labrador.

The highest proportion of individuals aged 20 to 24 who were not in education and not employed is also seen in Newfoundland and Labrador (24.1%), while figures for this age group in the other provinces ranged between 13.8% in Ontario and 18.1% in New Brunswick. The average proportion of 20- to 24-year-olds in Canada fell somewhat in the middle of those figures in 2011, at 14.6%. The comparable OECD figure is 18.4%.

In 2011, the proportion of Canadian youth aged 15 to 19 who were not in education and not in employment was very similar to the OECD average, 7.7% versus the OECD's 8.3% (Chart C.2.2). In several provinces, the proportion of these young NEETs was around 7% or 8%. Within the country, the proportion of young not-in-education, not-in-employment individuals ranged from 7.2% to 8.9%. Overall, the level of NEET in OECD countries has risen slightly since 2010 for this age category, whereas in Canada it has decreased, which indicates that the effect of the 2008 economic downturn is diminishing.

Not in education, not in employment, by sex

Among the Canadian 15- to 29-year-olds who were "in education" in 2011 (43.7%), the proportion of females (45.9%) was higher than that for males (41.5%) (Table C.2.2). Of course, this means that the opposite occurs among adults these ages who were in the "not in education" category, where the proportion for males was higher (58.5% versus 54.1% for females). Across the country, the proportion of females aged 15 to 29 who were in the "not in the labour force" category of "not in education" was far higher than that for males, which is not surprising as some women in this age group would be having or raising children.

Some other male–female differences are evident among the "not in education" sub-groups that comprise the NEET population in Canada. For example, in 2011, the variability in the proportion of 15- to 29-year-old individuals who were neither employed nor in education across the provinces was larger for males, ranging from 10.0% in Alberta to 21.2% in Newfoundland and Labrador. From 12.2% in Quebec to 16.7% in Newfoundland and Labrador, the variability for female NEETs was less pronounced (Chart C.2.3). The NEET level is mainly driven by the unemployment portion for men, in all provinces (Table C.2.2). This is reflected in Saskatchewan, Alberta, Manitoba and Ontario, where the 2011 proportions of NEETs were higher for females, as males experienced the lowest levels of unemployment.

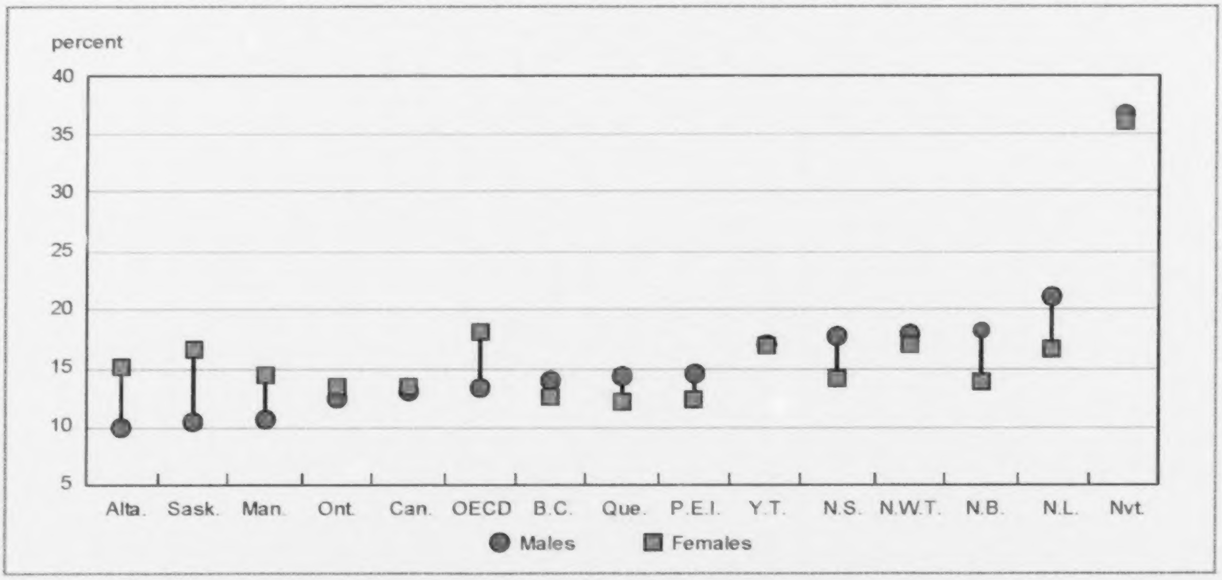
Not in education, not in employment, by educational attainment

The OECD's examination of 15- to 29-year-old NEETs (not in employment, not in education or training) by three educational attainment groupings reveals that the youth with "upper secondary and postsecondary non-tertiary" as their highest level of educational attainment are most likely to be in the NEET group (Table C.2.3; Chart C.2.4). The same pattern is evident in Canada for 2011, where the figure for this group was 14.9%.

The picture of individuals who are not in employment and not in education that emerges by examining educational attainment is obviously not independent of age; the higher the age, the more likely that an individual will have achieved a higher level of education. At the same time, the lower the age, the higher the risk that an individual will have a lower level of education in combination with less labour market experience.

Chart C.2.3

Percentage of 15- to 29-year-olds not in education and not in employment (unemployed or not in the labour force), by sex, 2011

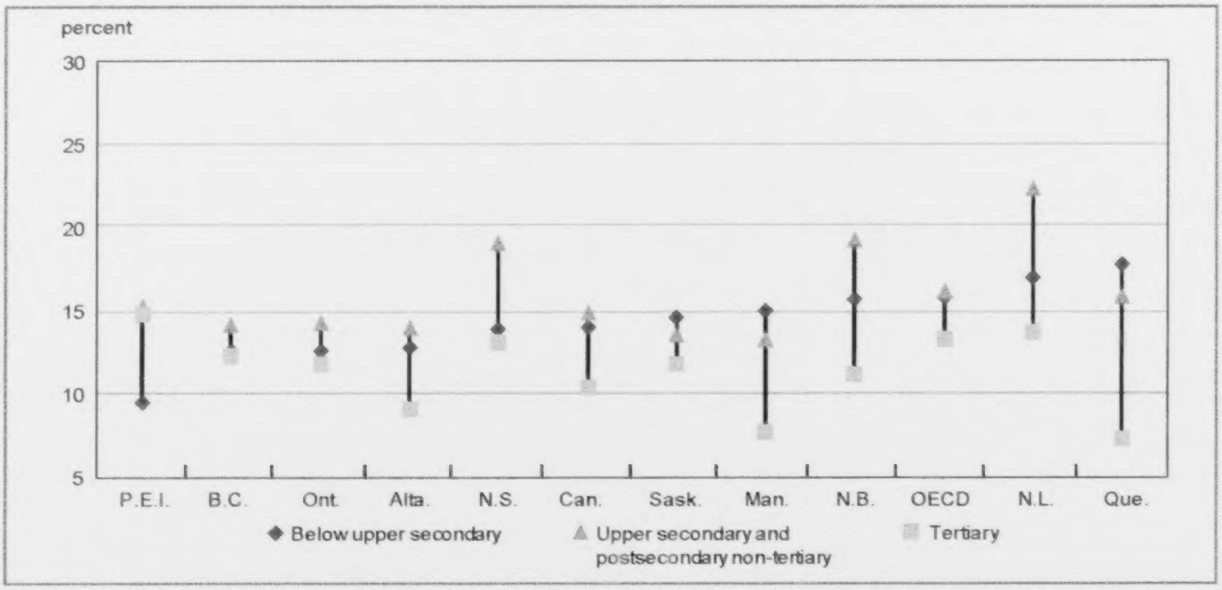


Note: The combination of the "unemployed" and the "not in the labour force" portions of the overall "not in education" category captures the "NEET" population; that is, those individuals who are not in employment and not in education (or training).

Source: Table C.2.2.

Chart C.2.4

Percentage of 15- to 29-year-olds not in education and not in employment (unemployed or not in the labour force), by highest level of educational attainment, 2011



Note: The combination of the "unemployed" and the "not in the labour force" portions of the overall "not in education" category captures the "NEET" population; that is, those individuals who are not in employment and not in education (or training).

Source: Table C.2.3.

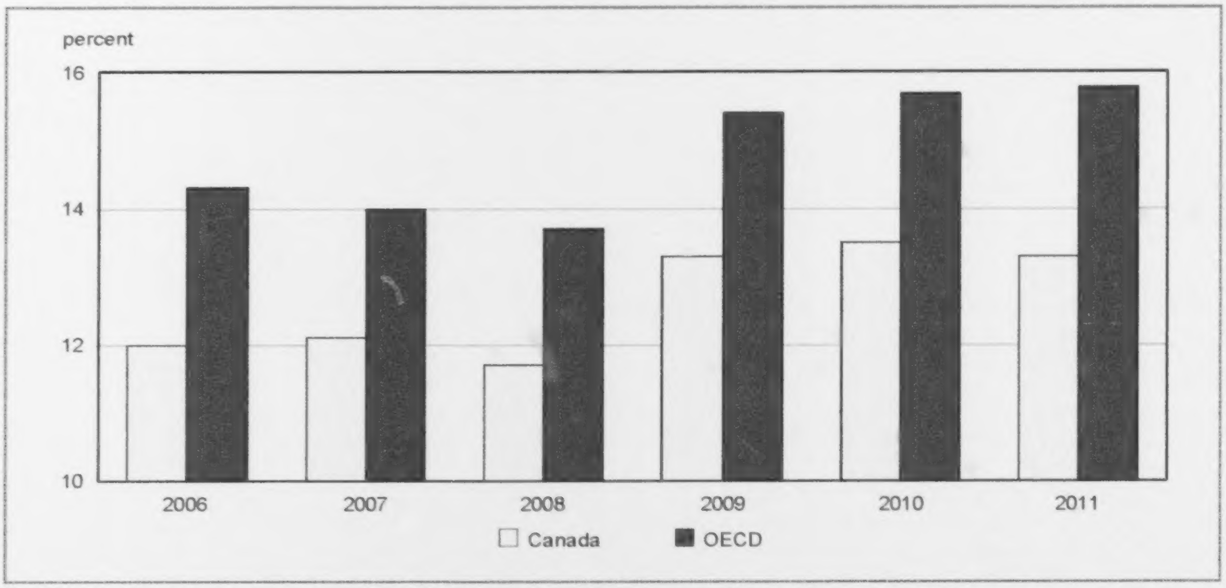
Trends for not in education, not in employment population affected by economic downturn

The proportion of Canadian young people aged 15 to 29 who were "in education" remained relatively stable over the 2001-to-2011 period, around 43.3% to 43.7% (Table C.2.4). The proportion of young adults who remained in education was largest among youth aged 15 to 19, which also remained fairly stable over the decade, at around 8 in 10 individuals. In the OECD countries overall, the proportion of 15- to 19-year-olds who were in education rose from 80.4% in 2001 to 85.6% in 2011.

When the focus is shifted to the "not in education" sub-group of the 15-to-29 population that is neither employed nor in education (or training) (the NEETs), variation is seen over a recent five-year period. The OECD's examination of the proportion of NEETs indicates a decline from one year to the next from 2005 to 2008, followed by a subsequent rise in this population in 2009, 2010 and 2011. A similar pattern is seen for Canada's NEET population for the first period: 12.4% in 2005, down to 11.7% in 2008 (Table C.2.4; Chart C.2.5). However, in 2009, it increases to 13.3% and remains stable for the next two years, staying at that level until 2011. This similarity reveals how this group of young adults who were not in education were affected by the economic downturn that began in late 2008.

Chart C.2.5

Percentage of 15- to 29-year-olds not in education and not in employment (unemployed or not in the labour force), Canada and OECD, 2006 to 2011



Notes: The combination of the "unemployed" and the "not in the labour force" portions of the overall "not in education" category captures the "NEET" population; that is, those individuals who are not in employment and not in education (or training).
Data for 2007, 2009 and 2011 are available in Table C.2.4; the supplementary data used to portray this comparison with the OECD were drawn from the Labour Force Survey.

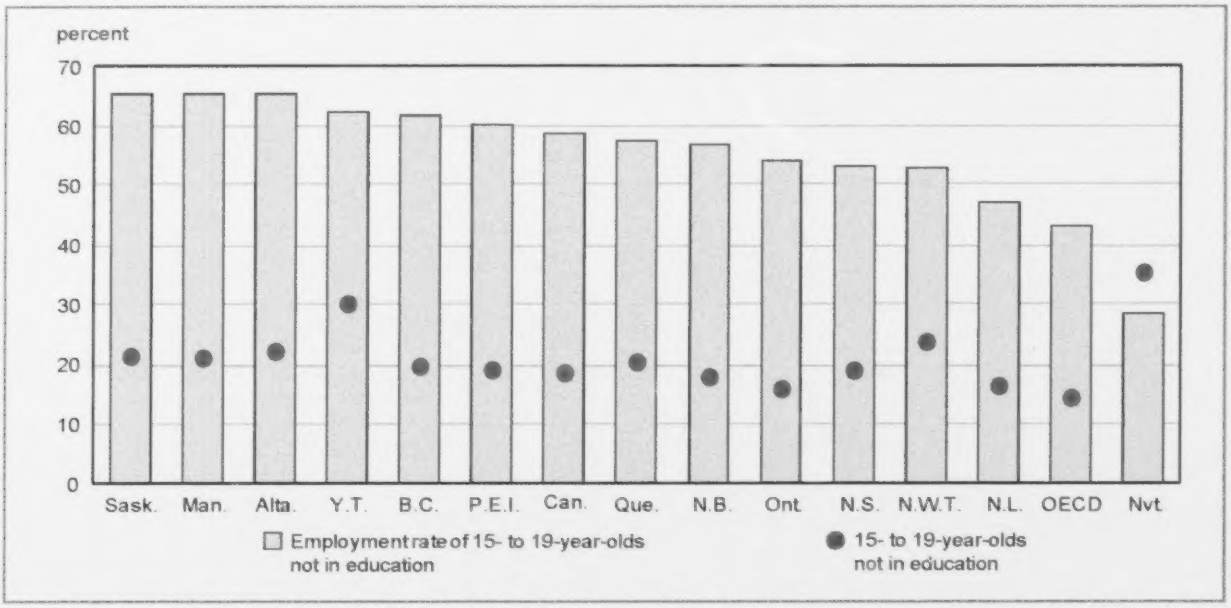
Sources: Table C.2.4 and supplementary Labour Force Survey data.

Employment rates

Recent employment rates for young Canadians who were not in education continue to show that the country fares reasonably well when placed among other OECD member countries. Considering the percentage of employed 15- to 29-year-olds in Canada (43.0%) as a proportion of the total for these ages who were no longer in education (56.3%) reveals an employment rate of 76.4% in 2011 (calculated using figures from Table C.2.1). The latest comparable OECD employment rate for this age group is lower, at 70.1%.

The Canada–OECD difference in employment rates is largest and most evident among the youth aged 15 to 19: the employment rate for Canada (58.6%) was 15.5 percentage points higher in 2011 than the OECD's 43.1% average (Chart C.2.6). The provincial and territorial data indicate that some provinces seem to be more successful than others in meeting the challenge of integrating young adults with relatively low educational attainment into the labour force. In Saskatchewan, Manitoba, British Columbia and Alberta, the association of relatively high employment rates and relatively high proportions of young people not in education suggests that young people can find employment in areas with labour market shortages, despite generally having less education and work experience. The situation in the other provinces appears more typical of the difficulties young people may expect when leaving the education system early, while the patterns in the three territories are somewhat different and not unexpected for these regions.

Chart C.2.6
Percentage of 15- to 19-year-olds not in education and their employment rate, 2011



Note: The employment rate was calculated by dividing the percentage of employed 15- to 19-year-olds who were not in education by the total percentage of 15- to 19-year-olds not in education and multiplying by 100.

Source: Table C.2.1.

Definitions, sources and methodology

The indicator is calculated using cross-tabulations for the following variables: school attendance, labour force status, sex, age (15 to 29 overall; 15 to 19; 20 to 24; and 25 to 29) and educational attainment (highest level of education attained). Individuals are categorized by their education status (in education or not in education) and their labour force status (employed, unemployed, or not in the labour force). Some historical data are also presented.

The "in education" group captures both full- and part-time students, while "not in education" portrays those who are no longer pursuing a formal education. Employment status is based on International Labour Organization (ILO) guidelines. The *employed* are defined as those who during the survey reference week: (i) work for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or (ii) have a job but are temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.). The *unemployed* are defined as individuals who are, during the survey reference week, without work, actively seeking employment and currently available to start work. And *not in the labour force* captures individuals who are not working and who are not unemployed; i.e., individuals who are not looking for a job.

The data were obtained from Statistics Canada's Labour Force Survey (LFS), and they cover the first quarter or the average of the first three months of the calendar year, which excludes summer employment. The LFS does not collect data on official work-study programmes in which students might participate; in Canada, these would be considered education in the form of a co-op or student intern programme.

Note: The corresponding OECD indicator is C5, *Transition from school to work: Where are the 15-29 year-olds?*.

Chapter D

The learning environment and organization of schools

D1 Instruction time

Context

This indicator examines the amount of time, as established in public regulations, that Canadian students aged 6 to 15 must spend in class. More precisely, this indicator shows the annual number of hours of compulsory and intended instruction time in the curriculum for students by single age (ages 6 to 15). This information is for Canadian public institutions in 2010/2011 (the 2010/2011 school year). Data are presented for Canada, and for the provinces and territories.[55]

Instruction time in formal classroom settings accounts for a large portion of the public investment in student learning and is a central component of effective schooling. The amount of instruction time available to students is the amount of formal classroom teaching they receive and can therefore determine their opportunities for effective learning. It is also central to education policy decision-making. Matching resources with students' needs and making optimal use of time are major challenges for education policy. The main costs of education are the use and deployment of teacher resources, institutional maintenance and other educational resources. The length of time during which these resources are made available to students is thus an important factor influencing the budget in education.

In combination with the information on teachers' salaries presented in Indicator D2 and teacher working time in Indicator D3, this indicator on instruction time contributes to the development of a set of key measures for full-time teachers in public institutions that, in turn, contribute to expanding the context for discussion of quality of instruction and understanding certain aspects of education processes.

Observations

Compulsory instruction time

In Canada in 2010/2011, the total cumulative compulsory instruction time in formal classroom settings was 8,282 hours, on average, for students between the ages of 6 and 14, which covers six years of primary studies and three years at the lower secondary level. By comparison, average total compulsory instruction time for the OECD countries for which data were available was 7,488 hours,[56] or 794 fewer hours than the average total compulsory instruction time in all public institutions in Canada during the 2010/2011 school year (Table D.1.1; Chart D.1.1).

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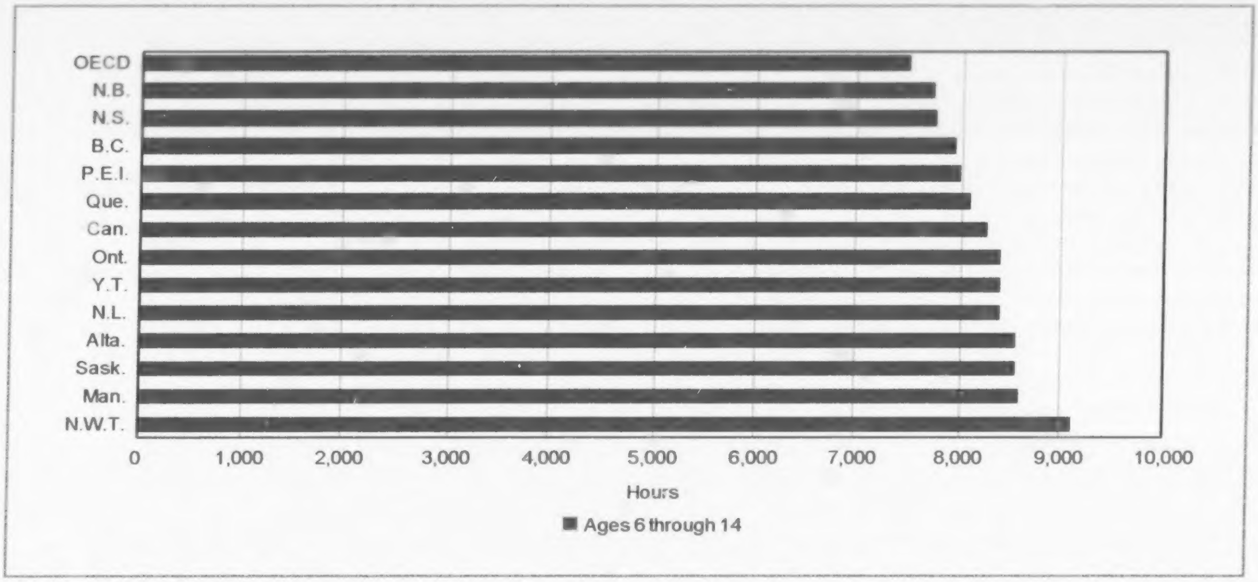
[55] Data for 2010/2011 were not available for Nunavut.

[56] The international data presented in this report reflect figures published in the OECD's *Education at a Glance 2013: OECD Indicators*, available on the OECD Web site: www.oecd.org.

Chart D.1.1
Total number of cumulative compulsory instruction hours in public institutions, ages 6 through 14, Canada, 2010/2011



Notes: Data for Nunavut are not available.
Source: Table D.1.1.

Determining total instruction time is a provincial or territorial responsibility in Canada. Choices relative to the annual number of compulsory hours in a curriculum thus reflect priorities for the education that students receive at different ages. Total compulsory instruction time for students aged 6 to 14 varies by province and territory (Chart D.1.1). In 2010/2011, there was large variation from the Canadian average of 8,282 hours: from 7,739 hours in New Brunswick to 9,117 hours in the Northwest Territories.

In the case of 15-year-old students who were registered in typical programmes for this age (in general, this corresponds to the first year of upper secondary), the average annual number of hours of compulsory instruction time was 920 hours in Canada, close to the total compulsory instruction time reported for the OECD countries (919) in 2010/2011. Total compulsory instruction time was below the Canada-level average of 920 hours in only three provinces: 880 hours in Prince Edward Island and Ontario, and 900 hours in Quebec. Total compulsory instruction time was above the average for Canada in all other provinces and territories (Table D.1.1).

The Canadian average indicates that students received similar compulsory instruction time per year regardless of their age. This contrasts with the average for OECD countries, where compulsory instruction time increased with age (with the exception of age 7 where the OECD average was 760 hours), from 782 hours for students aged 6 to 919 hours for those who were 15. The average for Canada does not reflect a homogeneous situation across the country, however. Compulsory instruction time received was the same for all ages in Newfoundland and Labrador, Quebec, Saskatchewan, and Yukon. In Prince Edward Island, it was similar for students aged 6 to 11 (874) and age 15 (880), but peaked at 920 hours for students aged 12 to 14. Ontario was the only province in which compulsory instruction time declined with age, from 940 hours in the primary grades (ages 6 to 13),[57] to 880 hours in the first years of high school (ages 14 and 15). Compulsory instruction time increased between the ages of 6 and 15 in New Brunswick (340 hours more at age 15), Nova Scotia (234 hours), Manitoba (93 hours), British Columbia (77 hours), the Northwest Territories (53 hours) and Alberta (50 hours).

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57. In Ontario, the figures reported for ages 6 through 13 are based on minimum requirements for instruction time as outlined in provincial regulations.

Intended instruction time

The OECD indicator distinguishes between compulsory and intended instruction time. Some countries offer non-compulsory courses that are complementary to the curriculum. Students do not need to take these courses in order to graduate, but can take them for enrichment, which in some cases is rewarded by credits. Intended instruction time captures compulsory core and compulsory flexible time, with the addition of non-compulsory instruction time. This measure complements compulsory instruction time by extending the notion of a student's opportunity to learn and of the public resources invested in education.

Throughout Canada's provinces and territories, there was no difference between the number of compulsory and intended hours in the curriculum for 6- to 14 year-old students and 15-year-old students in 2010/2011 (Table D.1.1). There was no non-compulsory instruction time. All "optional" courses are actually integrated into compulsory instruction time. If choice of courses is available for the ages concerned, it is made within the time allotted to compulsory instruction. This is also the case in most other OECD countries. Only the following OECD countries had non-compulsory curriculum: Austria, Belgium (French community), Finland, France, Hungary, Poland, Portugal, the Slovak Republic, Turkey and Israel.

Definitions, sources and methodology

Data on instruction time are from the 2012 OECD-INES Survey on Teachers and the Curriculum and refer to the 2010/2011 school year. Instruction time for 6- to 15- year-old students refers to the formal number of 60-minute hours per school year organized by the school for class instructional activities in the 2010/2011 reference year. Hours lost when schools are closed for statutory holidays are excluded.

Compulsory instruction time refers to the amount and allocation of instruction time that every public school must provide and all public-sector students must attend. The total compulsory curriculum comprises the compulsory core curriculum, as well as the compulsory flexible curriculum. Intended instruction time refers to the number of hours per year during which students receive instruction in the compulsory and non-compulsory parts of the curriculum. Intended instruction time does not include non-compulsory time outside the school day, homework, individual tutoring, or private study done before or after school.

The average for Canada is calculated by weighting the figures for provinces and territories by the population of children as of January 1, 2011,[58] by single age (6 to 15) in each jurisdiction. All jurisdictions except Nunavut are taken into account in the Canada-level average.

"Typical programme for 15-year-olds" refers to the programme that most students at this age are following. When vocational programmes are also taken into account in typical instruction time, only the school-based parts of the programme are included in the calculations of instruction time.

Calculation of instruction time by jurisdiction

Jurisdiction	Source/Notes on calculation of instruction time
Newfoundland and Labrador	The *Schools Act* sets the minimum instruction hours per day (kindergarten (age 5), 2½ hours; Grades 1 to 12 (ages 6 to 17), 5 hours). The collective agreement between the province and the teachers' association allows schools to provide up to a maximum of 5 hours of instruction per day for Grades 1 to 3. Compulsory and intended instruction time is 5 hours of instruction time per day multiplied by the number of instruction days (187) in a year.

continued...

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[58] Longitudinal interpolation was applied to population estimates for July 1, 2010 and July 1, 2011, taken from CANSIM table 051-0001, to arrive at the population estimates for January 1, 2011.

Calculation of instruction time by jurisdiction (concluded)

Jurisdiction	Source/Notes on calculation of instruction time
Prince Edward Island	Instruction times for ages 5 to 14 are total minutes per day devoted to a subject multiplied by 185 (the number of instructional days per year). Minutes per day for each subject are set in the following provincial documents: *Elementary Program of Studies and Authorized Materials, Intermediate Program of Studies and Authorized Materials, and Minister's Directive No. MD 99-05: Intermediate School Subject Time Allotments.* Instruction time for age 15 is based on 8 credits per year at 110 hours per credit as set in *Minister's Directive No. MD 11-02 and the Senior High Program of Studies and Authorized Materials.*
Nova Scotia	The *Ministerial Education Act Regulations* set the minimum instruction time per day as 4 hours for Grades 1 to 2 and 5 hours for Grades 3 to 12. Regulated minimum instruction time includes recess for Grades 1 to 6. Compulsory and intended instruction time are calculated based on the minimum instruction time per day (less 15 minutes per day for recess for ages 6 to 11) multiplied by the number of instructional days (187) per year.
New Brunswick	Instruction time is based on the minimum number of hours of instruction per day set in the *New Brunswick Regulation 97-150 under the* Education Act (4 hours per day for kindergarten to Grade 2, 5 hours per day for Grades 3 to 8, 5½ hours per day for Grades 9 to 12). Compulsory and intended instruction time is the minimum instruction time per day, less 20 minutes per day for recess for ages 6 to 10 and 16 minutes per day for flexible scheduling / movement for ages 11 to 15 multiplied by the number of instructional days (185) per year.
Quebec	Compulsory and intended instruction time is based on the suggested number of hours for compulsory subjects in elementary and secondary, outlined in the *Basic School Regulation for Preschool, Elementary and Secondary Education.*
Ontario	*Ontario Regulation 298* states that the length of the instructional program of each school day for pupils of compulsory school age should be not less than 5 hours a day. This excludes recess and scheduled intervals between classes. For ages 6 to 13, compulsory and intended instruction time is 5 hours of instruction multiplied by 188 instructional days per *Ontario Regulation 304.* Based on the *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirement, 2011 (OS)*, for ages 14 to 15, instruction time is based on 8 credits at 110 hours per credit.
Manitoba	*Manitoba Regulation 101/95* states that the instructional day in a school must be not less than 5.5 hours including recesses but not including the midday intermission. For Grades 1 to 6, the instructional day is 5 hours. For Grades 7 through 12, the instructional day is 5.5 hours. The total compulsory and intended instructional time is the hours of the instructional day multiplied by the average number of 185 instructional days in a school year.
Saskatchewan	*Time and Credit Allocations - Core Curriculum: Principles, Time Allocations, and Credit Policy (updated June 2011)* provides the required minutes per subject per week for each grade. Those were divided by 60 to calculate (to two decimal places) the number of hours per week. The resulting value was multiplied by a factor of 38 (weeks in school year) to obtain hours per year.
Alberta	In accordance with section 39(1)(c) of the *School Act*, the *Guide to Education* stipulates that schools are required to ensure that Grade 1 to Grade 9 students have access to a minimum of 950 hours of instruction per year in each grade. Schools must also ensure that students in Grades 10 to 12 have access to a minimum of 1,000 hours of instruction per school year.
British Columbia	Compulsory and intended instruction time is based on the *School Act Regulation* that sets the total yearly hours of instruction for students.
Yukon	Compulsory and intended instruction time is based on the 935 hours of legislated instructional time in the Yukon *Education Act*, section 46 (1) and (6).
Northwest Territories	Compulsory and intended instruction time is based on the *Northwest Territories Education Act* which states that a school day shall consist of no less than 997 hours per year for Grades 1 to 6 and no less than 1,045 hours per year for Grades 7 to 12.

Note: The corresponding OECD indicator is D1, *How much time do students spend in the classroom?.*

D2 Teachers' salaries

Context

This indicator presents annual statutory salaries for teachers at the start of their careers, after 10 and 15 years' experience, and once they have reached the top of the salary scale. These categories reflect salaries for teachers with the minimum training required for certification in public elementary and secondary educational institutions. All data on these salaries are presented for teachers teaching at the three levels in the International Standard of Classification (ISCED) categories: primary (ISCED 1); lower secondary (ISCED 2); and upper secondary (ISCED 3) education.[59]

Teachers' salaries represent the single largest expense in education (see Indicator B3 in this report). A comparison of salary figures at different points reveals some useful information on basic salary structures and the points of salary advancement in a teaching career. Salaries and the accompanying working conditions contribute towards developing, attracting and then retaining qualified teachers. Thus any compensation issue should be a major consideration for policy-makers or others in the education field who want and need to maintain a high quality of instruction while balancing their education budgets. At the same time, any interpretation of international comparisons of teacher compensation, including salaries, should be considered with several other factors in mind. While the salary figures for this particular indicator have taken differences in cost of living for Canada and its fellow OECD countries into account, it is not possible to capture all differences in taxation, social benefits and allowances, or any other additional payments that teachers may receive.

In combination with the information on instruction time and teachers' working time, presented in Indicators D1 and D3, respectively, this indicator on teachers' salaries contributes to the development of a set of key measures for full-time teachers in public institutions that, in turn, contributes to expanding the context for discussion of quality of instruction and understanding certain aspects of education processes.

Observations

Starting salaries in Canada

Teachers' starting salaries in Canada do not depend on the ISCED level at which a teacher teaches. The average starting salary for Canadian teachers in public elementary and secondary schools was almost $46,000 Canadian dollars in 2010/2011 (Table D.2.1). More specifically, "the starting annual statutory salaries" in the ISCED 1 and 2 categories, which represent teaching in "primary", and "lower secondary" (pre-high school) were each $45,949 (Chart D.2.1.1) and in the ISCED 3, or "upper secondary", it was $46,134. In the provinces and territories, the starting salary is independent of the level or grade at which teachers teach (Chart D.2.1.1 and Chart D.2.1.2), with the exception of Ontario, where the starting salary for teachers at the upper secondary level ($43,713) was slightly higher than the salary for primary and lower secondary teachers (both $43,291).

Among the 12 provinces/territories that reported salary information (2010/2011 data for Nunavut were not available), the starting salary was lower than the overall figure for Canada in three jurisdictions (regardless of level of teaching): Quebec ($39,742), British Columbia ($41,963), and Ontario ($43,291 for primary and lower secondary and $43,713 for upper secondary). The 2010/2011 figures for all the other provinces and territories were above the year's national average, increasing from the $46,668 reported by Prince Edward Island up to the Northwest Territories' figure of $68,828.

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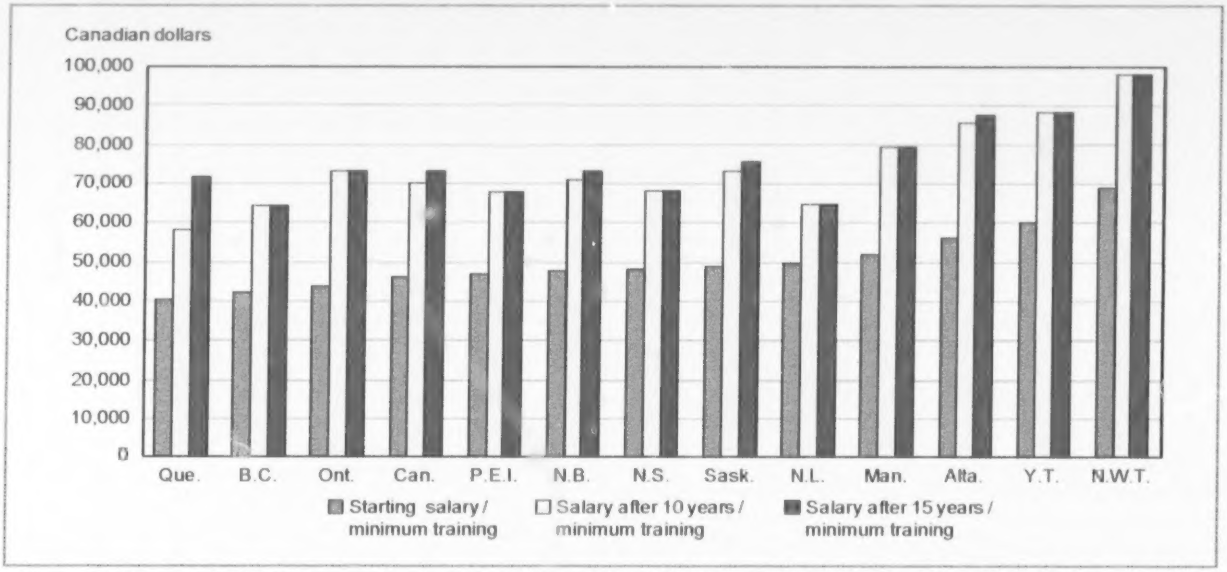
[59] See the "ISCED classifications and descriptions" section in this report's Notes to readers for brief descriptions of the ISCED categories.

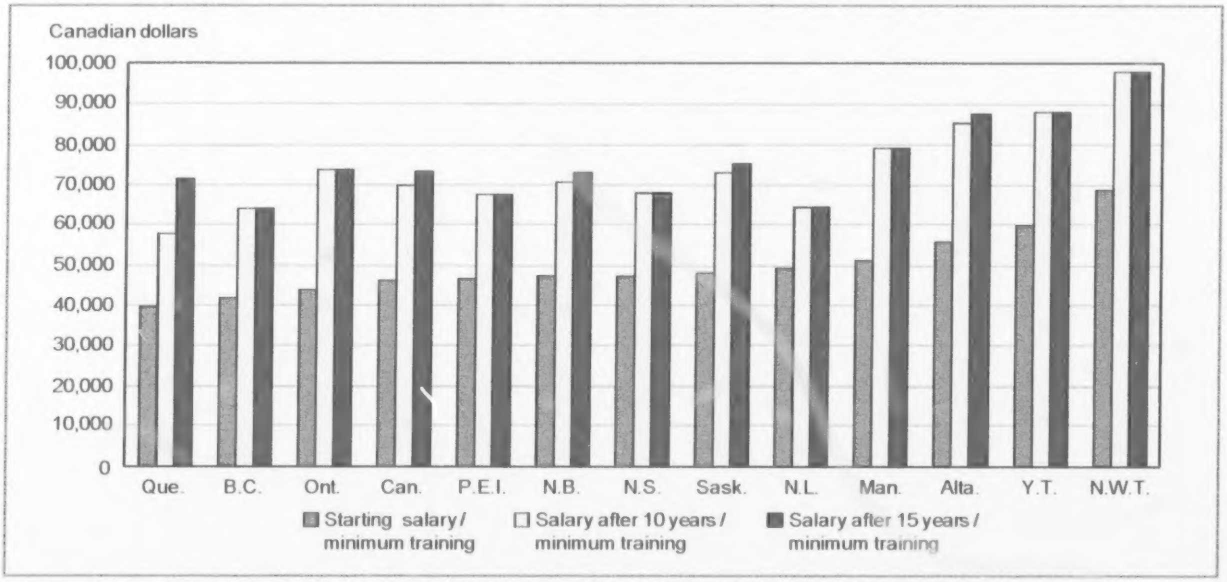
Chart D.2.1.1
Annual statutory teachers' salaries, full-time teachers in primary and lower secondary institutions, by teaching experience, Canadian dollars, Canada, 2010/2011



Notes: Reflects salaries for full-time teachers in public institutions at the ISCED 1 and 2 (primary and lower secondary) levels, as reported for the 2010/2011 school year.
Data for Nunavut are not available.

Source: Table D.2.1.

Chart D.2.1.2
Annual statutory teachers' salaries, full-time teachers in upper secondary institutions, by teaching experience, Canadian dollars, Canada, 2010/2011



Notes: Reflects salaries for full-time teachers in public institutions at the ISCED 3 (upper secondary) level, as reported for the 2010/2011 school year.
Data for Nunavut are not available.

Source: Table D.2.1.

The national and provincial/territorial salary figures reflect the gross yearly salary (in Canadian dollars) for a full-time teacher with the minimum training necessary to be fully qualified at the beginning of a teaching career (see the "Definitions, sources and methodology" for this indicator for more detail.)

Salaries throughout career experience

After 10 years' experience, primary and lower secondary teachers in Canada had annual salaries of $69,683 in 2010/2011 (Table D.2.1; Chart D.2.1.1), slightly below the $69,999 salary of their counterparts in upper secondary institutions (Chart D.2.1.2). In 8 of the 12 reporting jurisdictions, teachers at all three ISCED teaching levels had reached the top of the pay scales after 10 years' experience, typically making around one and a half times their starting salaries (Table D.2.1). Saskatchewan (14 years), New Brunswick (11 years), and Alberta (11 years) were among the exceptions; in 2010/2011, salaries in these provinces rose by approximately $2,100 to about $2,600 as teachers moved from 10 years of experience through to 15 and top-of-scale figures. And in Quebec, the salary for 15 years' experience/top of scale was about $13,500 more compared with that for Quebec teachers who had reached the 10-year point on the salary scale. Quebec also had the highest salary difference between the top-of-scale salary and the starting salary figure (ratio of 1.8).

Number of years to reach top of salary scale

In Canada, annual statutory salaries for full-time teachers in public elementary and secondary schools were fairly consistent across levels of teaching in 2010/2011, particularly after several years of teaching experience had been acquired.[60] By contrast, in many of the countries that recently reported to the Organisation for Economic Co-operation and Development (OECD), teachers' salaries tended to rise with the level of education taught.[61]

Although the OECD and Canada ratios are almost the same between starting salaries and those at the top (1.59, 1.61 and 1.62 for the OECD, and 1.59 for all levels for Canada), Canada's teachers reached the top of their salary scales much sooner than their OECD counterparts (Table D.2.2). For example, the OECD average for "years from starting to top salary" for teachers in lower secondary institutions was more than double that for Canada in 2010/2011: 24 years compared with 11. This indicates that salary growth is much steeper in Canada in the early years of a teaching career. Among the reporting OECD countries, the amount of time needed to reach the top of the salary scale was lowest in Scotland (6 years), where, similar to Canada, salaries after obtaining 10 or 15 years' career experience were the same regardless of the ISCED level at which teachers were teaching. Teachers in several other countries also reached their maximum salaries relatively early (Estonia, 7; Denmark and New Zealand, 8; Australia, 9; England, 12; Slovenia, 13; and Mexico, 14).

The Canada average of 11 "years from starting to top salary" for teachers in the lower secondary category reflects 2010/2011 provincial/territorial figures that ranged from 9 years (Newfoundland and Labrador) to 15 (Quebec) (Table D.2.1 and Table D.2.2). Although the OECD presents 24 years as the corresponding average for its reporting countries, some vast differences from country to country make it somewhat difficult to consider meaningful provincial/territorial–international comparisons for this particular statistic. A review of the salary figures by teaching experience, however, clearly indicates that full-time teachers in public institutions in Canada receive higher salaries overall compared with their OECD counterparts. And, with a few exceptions, they also tend to reach their maximum salary after 10 years' experience—much sooner than their counterparts in other OECD countries (Chart D.2.2).

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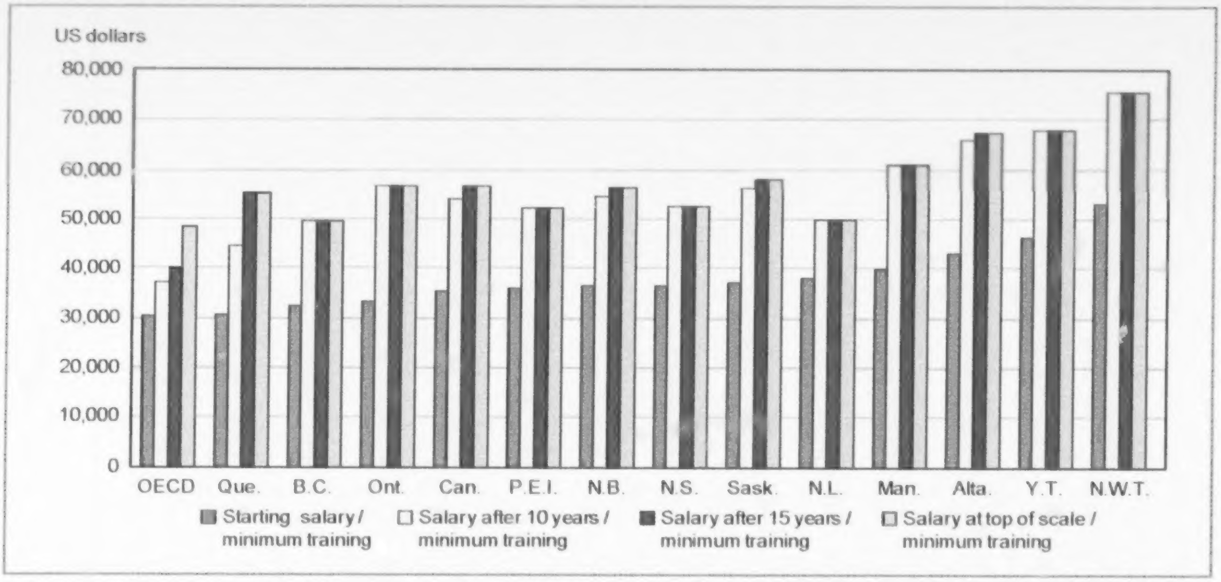
[60] Salary figures for Canada and other OECD countries can be compared using the US dollar figures that have been converted using purchasing power parity (PPP) for private consumption, which accounts for differences in cost of living across countries. A similar adjustment for comparisons across provinces and territories could not be done as it would require provincial/territorial figures for PPP, which have not yet been developed.

[61] The international data presented in this report reflect figures published in the OECD's *Education at a Glance 2013: OECD Indicators*, available on the OECD Web site: www.oecd.org.

Chart D.2.2
Annual statutory teachers' salaries, full-time teachers in lower secondary institutions, by teaching experience, US dollars, Canada and OECD, 2010/2011



Notes: Reflects salaries, in US dollars converted using purchasing power parities, for full-time teachers in public institutions at the ISCED 2 (lower secondary) level, 2010/2011 school year.
Data for Nunavut are not available.

Source: Table D.2.2.

Comparing starting salary levels

For all ISCED levels taught, starting salaries in Canada and its provinces and territories were generally consistently higher than the OECD averages for its reporting countries. Overall in Canada, the starting salaries for each ISCED category were around $35,500 (US dollars) (Table D.2.2). By comparison, the OECD figures began at $28,854 for teachers in primary education, increased by $1,362 for starting salaries of $30,216 for teachers in lower secondary institutions, then rose again by $1,132 to bring the starting salary for teachers in the upper secondary category to $31,348 (all figures in US dollars).

The pattern of offering similar starting salaries across public elementary and secondary educational institutions seen in Canada is also evident in several other OECD countries. England, Scotland and Portugal, for example, all reported the same starting salaries for teachers in elementary and secondary schools, and their figures ranged between $30,000 and $33,000. Other countries also indicated identical starting salaries regardless of the level of education taught, but the salaries were much lower ($10,241 in the Slovak Republic; $11,621 in Estonia). Japan and Greece, as well as Slovenia, with across-the-board starting salaries of approximately $22,000 to $26,500, fell in between.

Starting salaries in the United States were higher when compared with the approximately $35,500 (US dollars) recorded for Canada in 2010/2011 (Table D.2.2): just over $37,500 in US public elementary and secondary schools. At the maximum salary level, however, the salary figure for teachers teaching at the primary education level in Canada was $56,365, over $3,185 higher than the US salary figure of $53,180. But the maximum salary levels for both lower and upper secondary were quite similar in the two North American countries: $56,365 and $56,591,[62] respectively, in Canada, compared with $56,364 and $56,303 in the United States.

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[62] As previously mentioned, the slightly higher figure for Canada's high school (upper secondary) teachers is due to the modestly higher starting salary reported for the Ontario teachers at this level.

Definitions, sources and methodology

The data on annual statutory teachers' salaries were derived from the 2012 OECD-INES Survey on Teachers and the Curriculum and reflect the 2010/2011 school year. All information has been reported in accordance with formal policies for public educational institutions.

"Statutory salaries" refer to salaries according to official pay scales and schedules. In Newfoundland and Labrador, Prince Edward Island, Nova Scotia, New Brunswick, Quebec, Saskatchewan, Yukon and the Northwest Territories, the annual statutory salaries are based on 2010/2011 salary scales in collective agreements between each jurisdiction's teachers' unions/associations/federations and the provincial or territorial government. In some provinces, however, namely Ontario, Manitoba, Alberta and British Columbia, these pay scales are established at the school-board level and there is no province-wide bargaining.[63]

The salaries reported are gross (total sum paid by the employer); i.e., they do not include the employer's contribution to social security and pension (according to existing salary scales). It is gross salary from the employee's point of view, since it includes the part of social security contributions and pension scheme contributions that are paid by the employees (even if deducted automatically from the employee's gross salary by the employer. Salaries are "before tax" (before deductions for income taxes). Gross teachers' salaries are presented in current Canadian dollars, to be compared with the averages for Canada, which were derived from the provincial values (Table D.2.1). The average salary for Canada was calculated as a weighted average of all provinces (i.e., the territories are not included). Weights used depend on the salary calculated. For teachers at the beginning of their careers (starting salaries), the number of full-time educators younger than 30 was used. For teachers with 10 years of experience, the number of full-time educators aged 35 to 44 years was used. And, for teachers with 15 years of experience, as well as those at the top of the salary scale, the number of full-time educators aged 45 or older was used. The territories are excluded from the Canada average because the Elementary-Secondary Education Survey (ESES) does not report a breakdown by age for the number of full-time educators. Salaries have also been converted to US dollars using the purchasing power parity (PPP)[64] for private consumption from the OECD National Accounts database.

"Starting salaries" capture the scheduled gross salary per year for a full-time teacher with the most common level of training at the beginning of a teaching career. Salaries after 10 and 15 years of experience refer to the scheduled annual salaries of full-time classroom teachers with the minimum training necessary to be fully qualified and 10 or 15 years of experience. The salaries reported for "top of scale" refer to the scheduled maximum annual salaries for full-time classroom teachers with the minimum training necessary to be fully qualified for the job.

The number of "years from starting to top salary" (lower secondary education) was calculated as a weighted average based on figures submitted by the provinces and territories (data for Nunavut were not available), weighted using the number of full-time educators. (The number of full-time equivalent educators was used for the Northwest Territories as the number of full-time educators was not available.)

Note: The corresponding OECD indicator is D3, *How much are teachers paid?*.

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[63] In Ontario, the estimates are the midpoint of the range that is funded by the province. In Manitoba, estimates are averages across all school boards. In Alberta, the salaries shown reflect averages weighted on the student population in each school board. In British Columbia, salaries are those of the Surrey School District.

[64] For Canada, the PPP adjustment factor for 2010/2011 is 1.298 US$/CAN$, which takes into account differences in cost of living across countries. A similar adjustment for comparisons across provinces and territories could not be done as it would require provincial/territorial figures for PPP, which have not yet been developed.

D3 Teachers' working time

Context

This indicator focuses on the working time and teaching time of teachers in public institutions, by level of education taught, in the 2010/2011 school year. Although working time and teaching time only partly determine teachers' workloads, they provide valuable insight into the different demands that provinces and territories place on their teachers. Together with teachers' salaries (see Indicator D2), this indicator describes some key aspects of teachers' working conditions. Data are presented for Canada, and for the provinces and territories.[65]

Similar to instruction time for students (see Indicator D1) and teachers' salaries (see Indicator D2), the amount of time teachers spend teaching has an impact on education budgets. Moreover, teaching hours and the extent of non-teaching duties are major components of the working conditions and may have a direct bearing on the attractiveness of teaching as an occupation.

Of course, teachers also spend part of their working time on activities other than teaching, such as lesson preparation, marking, in-service training and staff meetings.

Observations

Teaching time in primary education

Regulations concerning teaching time vary significantly from one province or territory to another. In Quebec and Alberta, net teaching time is mandated in collective agreements, regulations or laws. In jurisdictions for which teaching time is not mandated, it was estimated (see the "Definitions, sources and methodology" section for this indicator).

For Canada overall in 2010/2011, the number of teaching hours per day in primary education was 4.4 (Table D.3.1; Chart D.3.1). With 4.3 hours, Nova Scotia and Prince Edward Island matched the OECD average for teaching time per day.[66] Among the other provinces and territories for which data were available, three—New Brunswick, British Columbia and Quebec—had slightly less teaching time compared with the OECD average. In the others, the number of teaching hours per day varied between 4.5, recorded for Saskatchewan, and 4.9, in Alberta[67].

In Canada, primary school teachers taught an average of 799 hours in 2010/2011, 9 hours more per year than the OECD average for primary-level net teaching time (790 hours) (Table D.3.1; Chart D.3.2.1). Annual net teaching time for a typical teacher in a primary public school varies by province and territory. In 2010/2011, Quebec (738 hours) had the lowest number of hours, followed by New Brunswick (755 hours), British Columbia (771 hours) and Prince Edward Island (782 hours). Saskatchewan (855), Newfoundland and Labrador (860 hours) and Alberta (905 hours) had the largest number of teaching hours.

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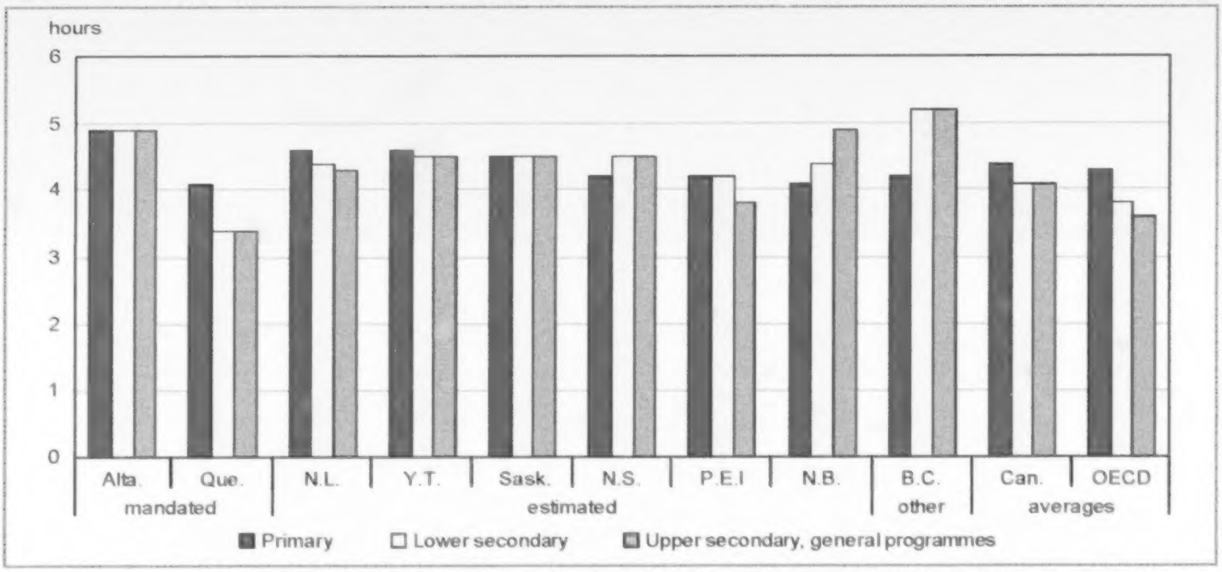
[65] Data for the 2010/2011 school year were not available for Nunavut.

[66] The international data presented in this report reflect figures published in the OECD's *Education at a Glance 2013: OECD Indicators*, available on the OECD Web site: www.oecd.org.

[67] Alberta's net teaching time (hours per day and hours per year) and "working time required at school" reflect the maximum time a full-time teacher can be assigned to teach or to work and may not necessarily be the actual hours a teacher is assigned.

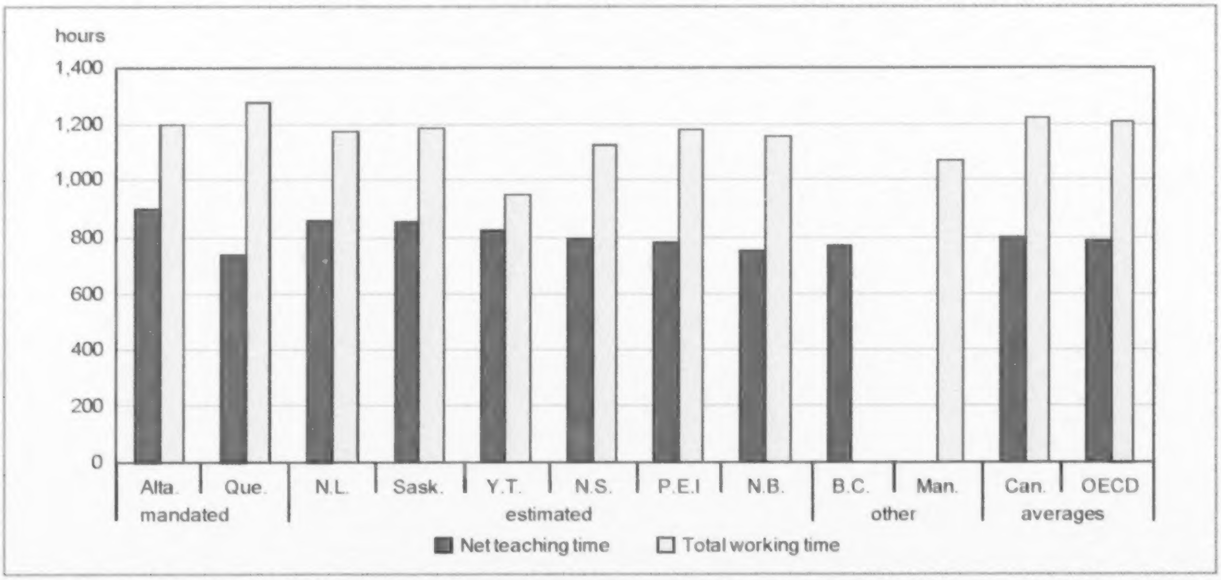
Chart D.3.1
Hours of teaching time per day, by educational level taught, 2010/2011



Notes: Data are not available for Ontario, Manitoba, the Northwest Territories and Nunavut. Data are derived from Table D.3.1 and are presented for the jurisdictions in which teaching time and working time are either mandated or estimated; "other" jurisdictions are those for which not all measures could be reported. The Canada average includes jurisdictions in the "mandated" and "estimated" categories. Within each category, data were ranked in descending order of teaching time in the primary level.

Source: Table D.3.1.

Chart D.3.2.1
Annual net teaching time and total working time, primary level, 2010/2011



Notes: Data are not available for Ontario, Northwest Territories and Nunavut; data on teaching time are not available for Manitoba; data on working time are not available for British Columbia. Data are presented for the jurisdictions in which teaching time and working time are either mandated or estimated; "other" jurisdictions are those for which not all measures could be reported. The Canada average includes jurisdictions in the "mandated" and "estimated" groups.
Within each category, data were ranked in descending order of teaching time.

Source: Table D.3.1.

Teaching time in secondary education

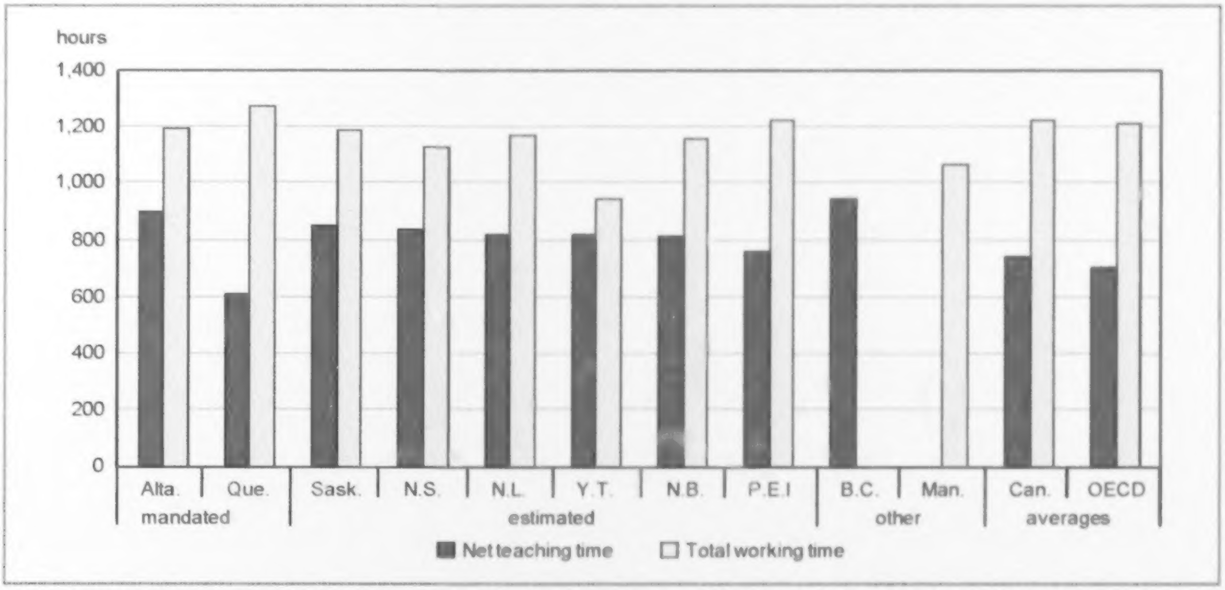
In lower secondary education, there was an average of 183 days of instruction in Canada, slightly less than the OECD average (185 days) (Table D.3.1). For the OECD, the number of days of instruction at the primary level and upper secondary level was nearly the same, at 185 and 183 days, respectively. In every province and territory except Yukon, the number of days of instruction time was the same at the primary and secondary levels. Days of instruction were lowest in Yukon (179 days) and Quebec (180) and highest in Saskatchewan (190 days), followed closely by Ontario and the Northwest Territories (188 days), and Newfoundland and Labrador and Nova Scotia (187 days).

In several provinces/territories, the average number of hours of teaching time per day at the lower secondary level was lower or the same as the primary level. However, it was higher in Nova Scotia, where it increased from 4.3 hours for primary to 4.5 hours in lower secondary and in British Columbia (from 4.2 hours to 5.2 hours) (Chart D.3.1). New Brunswick was the only province where hours of teaching per day rose consecutively from primary, lower secondary and upper secondary: 4.1, 4.4 and 4.9, respectively.

Teaching time for upper secondary education was less than that at the lower secondary level in all OECD countries combined (Table D.3.1). But in Canada in 2010/2011, net teaching time at these levels of education was almost the same. At the lower secondary level it was 743, compared with 747 hours at the upper secondary level. This represents, on average, 34 hours more than the OECD average for lower secondary education (709 hours) and 83 hours more than the OECD average for upper secondary education (664 hours). The annual teaching load differed between the two levels only in Newfoundland and Labrador, Prince Edward Island, and in New Brunswick; there were higher number of hours at the lower level in the former two provinces, and fewer hours in the latter.

The annual net teaching time at the lower level of secondary education varies by province and territory. It was below the national average of 743 hours in Quebec (612 hours) and exceeded 900 hours in Alberta (905 hours) and British Columbia (953 hours) (Chart D.3.2.2). It was between 765 and 855 hours for the other Canadian provinces and territories.

Chart D.3.2.2
Annual net teaching time and total working time, lower secondary level, 2010/2011



Notes: Data are not available for Ontario, Northwest Territories and Nunavut; data on teaching time are not available for Manitoba; data on working time are not available for British Columbia. Data are presented for the jurisdictions in which teaching time and working time are either mandated or estimated; "other" jurisdictions are those for which not all measures could be reported. The Canada average includes jurisdictions in the "mandated" and "estimated" groups.
Within each category, data were ranked in descending order of teaching time.

Source: Table D.3.1.

At the upper secondary level, annual net teaching time was below the national average of 747 hours in Quebec and Prince Edward Island (612 hours and 690 hours, respectively) and exceeded 900 hours in British Columbia (953 hours), New Brunswick (910 hours) and Alberta (905 hours) (Table D.3.1). It was between 804 and 855 hours in the other provinces and territories.

Working time required at school

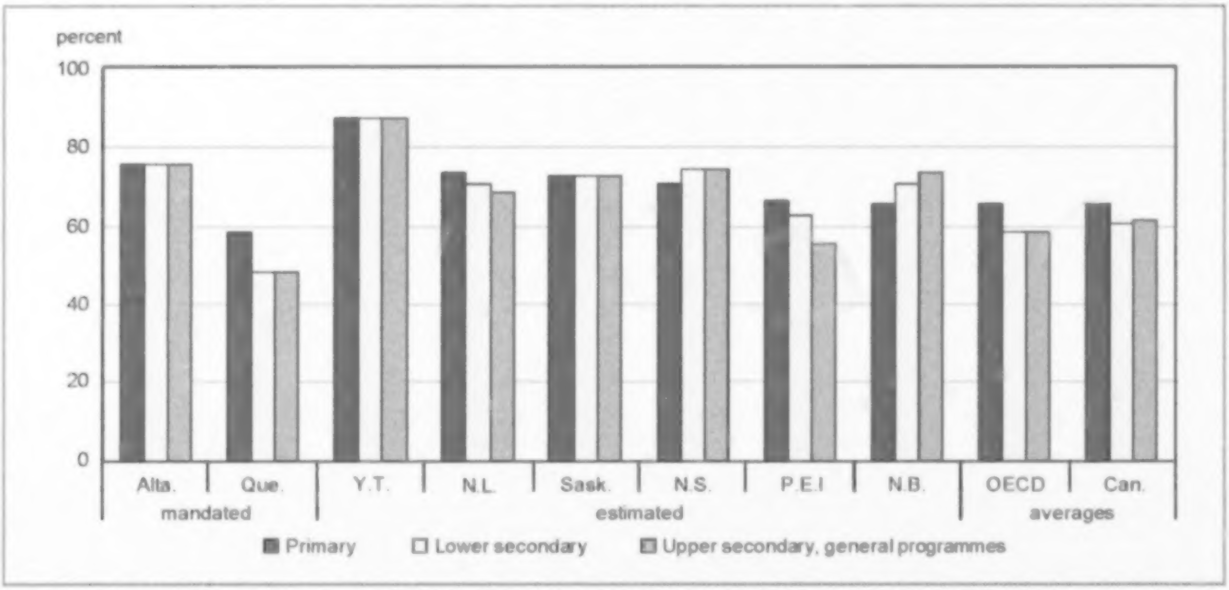
Regulations concerning working time vary significantly. In Quebec and Alberta, total working time is mandated. In jurisdictions for which working time is not mandated, it was estimated (see the "Definitions, sources and methodology" section of this indicator).

In lower secondary, total working time was lowest in Yukon (950 hours) and highest in Quebec (1,280 hours), with Prince Edward Island (1,231 hours) and Alberta (1,200 hours) not far behind (Table D.3.1; Chart D.3.2.2). Total working time was between 1,073 and 1,190 in the other provinces and territories. There were differences in total working time between lower secondary and upper secondary in only two provinces: it was lower in lower secondary in Prince Edward Island (1,231 hours compared with 1,247 hours) and in New Brunswick (1,160 hours compared with 1,253 hours) (Table D.3.1).

Proportion of total working time spent teaching

In Canada in 2010/2011, the proportion of total working time spent teaching was close to the OECD average for both primary and secondary education. At the primary level, this proportion was 65% for both Canada and the OECD (Chart D.3.3). At both the lower and upper secondary levels, it was 60% and 61% in Canada, while for the OECD, it was 58% at the lower secondary and upper secondary levels.

Chart D.3.3
Net teaching time as a percentage of total working time, 2010/2011



Notes: Data are not available for Ontario, Manitoba, British Columbia, the Northwest Territories and Nunavut. The Canada average includes jurisdictions in the "mandated" and "estimated" groups.
Within each category, data were ranked in descending order of the ratio of teaching time to working time in the primary level.
Sources: Table D.3.1.

Time spent teaching as a proportion of total working time varied widely from one province or territory to another. In 2010/2011, at the primary level, the proportion of working time spent teaching was 58% in Quebec and 87% in Yukon (Chart D.3.3). It was between 65% and 75% in other jurisdictions. The proportion of time spent teaching declined with higher education levels in Quebec (from 58% in primary to 48% at lower and upper secondary), in Prince Edward Island (from 66% at the primary level to 55% at upper secondary level), and in Newfoundland and Labrador (from 73% at primary to 68% at upper secondary). This proportion increased between levels in New Brunswick (from 65% at primary to 73% at upper secondary), and in Nova Scotia (from 70% at primary to 74% at lower and upper secondary).

Definitions, sources and methodology

The data are from the OECD-INES 2012 Survey on Teachers and the Curriculum and refer to the 2010/2011 school year.

All jurisdictions reported instruction time in weeks and days. The "number of weeks of instruction" and the "number of days of instruction" exclude the days per school-year the school is closed for holidays (public holidays and seasonal school holidays).

Only Quebec and Alberta reported statutory working time. For those two reporting jurisdictions, the figures for net teaching and working time required at school are set in provincial/territorial regulation or collective agreement with the provincial/territorial teachers' union/association/federation. The remaining jurisdictions reported estimated teaching and working time of teachers based on the mandated instruction time set in regulation, legislation or collective agreement in each jurisdiction.

"Net teaching time" refers to the number of hours per day or hours per year that a full-time teacher teaches a group or class of students, as determined by policy. Net teaching time in hours per year is normally calculated as the number of teaching days per year multiplied by the number of hours a teacher teaches per day (excluding periods of time formally allowed for breaks between lessons or groups of lessons). At the primary level, short breaks between lessons are included if the classroom teacher is responsible for the class during those breaks. Apart from Quebec and Alberta, net teaching time was estimated by subtracting from mandated instruction time (as defined in Indicator D1), time allowed for teachers during the school day for marking and preparation as well as recess, if the latter was included in instruction time and if supervision of children was not mandatory.

"Working time required at school" represents the normal working hours of a full-time teacher. Working time may include the time spent specifically on teaching and the time devoted to teaching-related activities required at school, such as lesson preparation, counselling students, correcting homework and tests, professional development, meetings with parents, staff meetings and general school duties. Working time does not include paid overtime. In jurisdictions for which working time is not mandated, working time was estimated by adding supervision time, time for meetings and time for professional development to mandated instruction time.

"Total statutory working time" is the time that teachers are required to spend at work, including teaching and non-teaching time, as specified in regulation or collective agreements.

For all variables, the Canada level average is weighted by the number of full-time educators, for all levels of education combined,[68] for all jurisdictions who submitted figures for both teaching time and working time.

Note: The corresponding OECD indicator is D4, *How much time do teachers spend teaching?*.

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[68] The data were taken from the Elementary-Secondary Education Survey (ESES). The number of full-time educators for all levels combined was used because the ESES does not provide a breakdown of the number of teachers per ISCED level.

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				Upper secondary education			Tertiary education			
	ISCED 0/1 (Pre-primary and primary)	ISCED 2 (Lower secondary)	ISCED 3C (Short programmes)	ISCED 3C (Long programmes) /3B	ISCED 3A	ISCED 4 (Post-secondary non-tertiary)[1]	ISCED 5B (Type B)	ISCED 5A (Type A)	ISCED 6 (Advanced research programmes)	All levels of education
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
	percent									
Canada[2]										
Both sexes	3	8	...	[5]	26	12	25	27	[8]	100
Men	3	9	...	[5]	26	15	21	26	[8]	100
Women	3	7	...	[5]	25	8	28	28	[8]	100
Newfoundland and Labrador										
Both sexes	7	11	...	[5]	21	23	21	17	[8]	100
Men	8	11	...	[5]	20	28	17	16	[8]	100
Women	6	11	...	[5]	21	19	24	18	[8]	100
Prince Edward Island										
Both sexes	5	11	...	[5]	24	10	28	22	[8]	100
Men	7	13	...	[5]	26	13	21	20	[8]	100
Women	3	9	...	[5]	23	7	34	24	[8]	100
Nova Scotia										
Both sexes	3	10	...	[5]	23	14	24	25	[8]	100
Men	4	12	...	[5]	24	19	19	22	[8]	100
Women	2	9	...	[5]	23	10	28	28	[8]	100
New Brunswick										
Both sexes	6	11	...	[5]	27	10	28	19	[8]	100
Men	7	12	...	[5]	27	12	25	17	[8]	100
Women	4	9	...	[5]	27	7	30	22	[8]	100
Quebec										
Both sexes	5	9	...	[5]	20	18	23	25	[8]	100
Men	6	10	...	[5]	20	20	20	24	[8]	100
Women	5	8	...	[5]	21	15	26	25	[8]	100
Ontario										
Both sexes	3	7	...	[5]	26	6	28	30	[8]	100
Men	2	8	...	[5]	27	9	25	29	[8]	100
Women	3	6	...	[5]	26	4	31	31	[8]	100
Manitoba										
Both sexes	3	10	...	[5]	31	10	23	23	[8]	100
Men	3	12	...	[5]	32	12	20	21	[8]	100
Women	3	9	...	[5]	30	7	27	25	[8]	100
Saskatchewan										
Both sexes	3	10	...	[5]	31	18	17	21	[8]	100
Men	3	12	...	[5]	33	23	10	18	[8]	100
Women	2	7	...	[5]	29	14	24	23	[8]	100
Alberta										
Both sexes	2	9	...	[5]	28	15	22	25	[8]	100
Men	2	10	...	[5]	27	21	17	23	[8]	100
Women	2	7	...	[5]	29	8	28	26	[8]	100
British Columbia										
Both sexes	2	6	...	[5]	30	13	22	28	[8]	100
Men	2	7	...	[5]	30	18	16	27	[8]	100
Women	2	5	...	[5]	29	7	27	29	[8]	100
Yukon										
Both sexes	2^{E}	10	...	[5]	21	12	30	26	[8]	100
Men	2^{E}	12	...	[5]	19	20	22	24	[8]	100
Women	x	8^{E}	...	[5]	23	x	37	28	[8]	100
Northwest Territories										
Both sexes	6^{E}	15	...	[5]	20	11	27	22	[8]	100
Men	6^{E}	14	...	[5]	19	19^{E}	20	21	[8]	100
Women	5	16	...	[5]	21	2^{E}	33	22	[8]	100
Nunavut										
Both sexes	20	26	...	[5]	14	9	18	13	[8]	100
Men	20	26	...	[5]	12	13	15	13	[8]	100
Women	20	26	...	[5]	16	4^{E}	21	13	[8]	100

... not applicable
x suppressed to meet the confidentiality requirements of the *Statistics Act*
E use with caution
1. Trade certificates or diplomas from a vocational school or apprenticeship training.
2. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Notes: [ ] Data included in column of the table whose number is shown in the squared brackets.
Due to rounding, totals may not match the sum of the individual values.

Source: Statistics Canada, Labour Force Survey (LFS).

Table A.1.2 Percentage of the 25- to 64-year-old population that has attained at least upper secondary education, by age group and sex, Canada, provinces and territories, 2011

	Age group				
	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64
	percent				
OECD average[1]					
Both sexes	75	82	78	73	64
Men	75	81	78	74	68
Women	74	84	79	71	60
Canada[2]					
Both sexes	89	92	92	88	83
Men	88	91	90	86	83
Women	90	94	93	89	83
Newfoundland and Labrador					
Both sexes	82	93	88	80	70
Men	81	90	86	79	71
Women	83	95	90	80	69
Prince Edward Island					
Both sexes	84	91	90	82	77
Men	80	89	87	76	73
Women	88	94	93	88	80
Nova Scotia					
Both sexes	86	93	90	85	80
Men	84	90	86	81	79
Women	89	95	93	88	82
New Brunswick					
Both sexes	84	93	90	82	73
Men	81	90	87	79	72
Women	86	95	93	85	74
Quebec					
Both sexes	86	90	89	84	78
Men	84	88	87	83	78
Women	87	93	92	86	78
Ontario					
Both sexes	91	94	93	90	85
Men	90	93	92	89	85
Women	91	95	95	91	84
Manitoba					
Both sexes	87	90	89	85	82
Men	85	89	88	82	80
Women	89	91	91	88	84
Saskatchewan					
Both sexes	88	92	90	86	82
Men	85	92	88	82	78
Women	90	93	92	90	86
Alberta					
Both sexes	89	91	92	88	86
Men	88	90	91	86	85
Women	91	92	93	91	87
British Columbia					
Both sexes	92	94	93	91	89
Men	91	93	92	89	88
Women	93	95	95	93	89
Yukon[3]					
Both sexes	88	90	90	87	85
Men	86	89	89	84	81
Women	91	92	91	91	90
Northwest Territories[3]					
Both sexes	79	81	81	78	75
Men	80	81	81	79	76
Women	79	80	82	77	74
Nunavut[3]					
Both sexes	54	54	55	53	55
Men	54	51	55	56	57
Women	54	57	55	49	51

1. These averages are from *Education at a Glance 2013: OECD Indicators*, Table A1.2a, Percentage of the population that has attained at least upper secondary education, by age group (2011) and Table A1.2b (Web only), Percentage of the population that has attained at least upper secondary education, by age group and gender (2011), which present the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
2. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.
3. Caution should be exercised in interpreting these ratios and differences in ratios, as small estimates may present fairly high sampling variability. Estimates for small geographic areas, for small age-groups or for cross-classified variables will be associated with larger variability.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2013: OECD Indicators*.

Table A.1.3 Percentage of the 25- to 64-year-old population that has attained tertiary education, by age group and sex, Canada, provinces and territories, 2011

	ISCED 5B (Tertiary-type B)					ISCED 5A/6 (Tertiary-type A and Advanced research programmes)				
		Age group					Age group			
	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
	percent									
OECD average[1]										
Both sexes	10	10	11	10	8	23	30	25	19	17
Men	9	10	10	9	8	22	26	24	20	19
Women	11	12	12	12	9	23	33	26	19	15
Canada[2]										
Both sexes	25	26	26	25	21	27	31	32	23	22
Men	21	23	22	21	18	26	26	29	23	24
Women	28	29	31	30	24	28	36	34	23	20
Newfoundland and Labrador										
Both sexes	21	25	26	20	14	17	24	21	12	13
Men	17	21	22	15	12	16	18	19	12	14
Women	24	28	30	24	16	18	30	22	13	12
Prince Edward Island										
Both sexes	28	31	31	28	22	22	27	28	17	19
Men	21	27	24	20	14	20	21	26	15	21
Women	34	35	37	36	30	24	32	30	20	17
Nova Scotia										
Both sexes	24	25	28	24	19	25	34	28	19	21
Men	19	23	21	19	13	22	27	25	17	21
Women	28	27	34	29	24	28	40	31	21	21
New Brunswick										
Both sexes	28	30	34	26	21	19	26	24	15	15
Men	25	28	31	23	18	17	20	19	14	15
Women	30	33	36	29	24	22	31	28	16	15
Quebec										
Both sexes	23	25	25	23	19	25	31	30	20	19
Men	20	21	22	19	17	24	26	28	20	22
Women	26	28	29	27	20	25	35	32	20	17
Ontario										
Both sexes	28	30	29	28	24	30	34	35	27	24
Men	25	29	26	24	21	29	29	33	27	27
Women	31	32	32	32	26	31	38	38	26	22
Manitoba										
Both sexes	23	22	25	26	20	23	26	24	19	21
Men	20	20	23	22	15	21	21	21	20	22
Women	27	25	27	31	25	25	32	27	19	21
Saskatchewan										
Both sexes	17	15	19	18	17	21	26	25	16	17
Men	10	11	13	10	9	18	20	22	15	16
Women	24	20	25	26	25	23	32	28	16	17
Alberta										
Both sexes	22	21	23	23	21	25	27	29	20	21
Men	17	16	18	17	16	23	22	28	20	21
Women	28	26	29	29	26	26	32	30	21	20
British Columbia										
Both sexes	22	21	24	22	19	28	32	32	25	24
Men	16	16	18	17	13	27	27	29	24	26
Women	27	26	30	28	24	29	36	34	26	22
Yukon[3]										
Both sexes	30	27	34	32	25	26	30	26	24	25
Men	22	25^{E}	23^{E}	27	12^{E}	24	23^{E}	28^{E}	20^{E}	26
Women	37	30	42	38	38	28	36	25^{E}	28	23^{E}
Northwest Territories[3]										
Both sexes	27	27	31	24	23	22	24	21^{E}	20	22^{E}
Men	20	27	22	15^{E}	14^{E}	21	22	22^{E}	18^{E}	25^{E}
Women	33	27	40	33	32	22	26	21^{E}	21^{E}	18^{E}
Nunavut[3]										
Both sexes	18	14	21	18^{E}	21^{E}	13	15	11	11	17^{E}
Men	15	10^{E}	19	17^{E}	x	13	15^{E}	11^{E}	x	20^{E}
Women	21	17	24	18^{E}	27^{E}	13	16^{E}	11^{E}	13^{E}	x

continued...

Table A.1.3 Percentage of the 25- to 64-year-old population that has attained tertiary education, by age group and sex, Canada, provinces and territories, 2011

	Total tertiary				
	Age group				
	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64
	Column 11	Column 12	Column 13	Column 14	Column 15
	percent				
OECD average[1]					
Both sexes	32	39	34	28	24
Men	30	34	32	28	25
Women	33	43	37	29	22
Canada[2]					
Both sexes	51	57	58	48	43
Men	46	49	52	43	41
Women	56	65	64	53	44
Newfoundland and Labrador					
Both sexes	38	49	47	32	28
Men	**33**	39	42	27	27
Women	**43**	59	52	37	29
Prince Edward Island					
Both sexes	50	58	59	46	41
Men	**41**	48	50	35	35
Women	**58**	67	68	56	47
Nova Scotia					
Both sexes	49	59	56	43	40
Men	**41**	51	46	35	35
Women	**56**	67	65	51	45
New Brunswick					
Both sexes	47	56	57	41	36
Men	**41**	48	50	37	33
Women	**52**	64	64	45	39
Quebec					
Both sexes	48	55	55	43	38
Men	**44**	48	50	40	39
Women	**51**	63	60	47	37
Ontario					
Both sexes	58	64	64	55	48
Men	**54**	58	58	52	48
Women	**62**	70	70	58	48
Manitoba					
Both sexes	46	49	49	45	42
Men	**41**	41	44	41	37
Women	**52**	56	54	50	46
Saskatchewan					
Both sexes	38	41	43	34	34
Men	**29**	31	34	25	26
Women	**47**	52	52	42	42
Alberta					
Both sexes	47	48	53	44	41
Men	**40**	38	46	37	37
Women	**54**	58	60	51	46
British Columbia					
Both sexes	50	52	56	48	43
Men	**42**	43	47	41	40
Women	**56**	62	64	54	46
Yukon[3]					
Both sexes	56	57	60	56	49
Men	**46**	48	51	47	38
Women	**65**	66	67	65	61
Northwest Territories[3]					
Both sexes	48	51	53	43	45
Men	**42**	49	44	33	39
Women	**55**	53	61	54	51

continued...

Table A.1.3 Percentage of the 25- to 64-year-old population that has attained tertiary education, by age group and sex, Canada, provinces and territories, 2011 (concluded)

	Total tertiary				
	Age group				
	25 to 64	25 to 34	35 to 44	45 to 54	55 to 64
	Column 11	Column 12	Column 13	Column 14	Column 15
	percent				
Nunavut[3]					
Both sexes	31	29	33	29	38
Men	28	25	30	27	37
Women	34	33	35	31^{E}	40^{E}

x suppressed to meet the confidentiality requirements of the *Statistics Act*

E use with caution

1. These averages are from *Education at a Glance 2013: OECD Indicators*, Table A1.3a, Percentage of the population that has attained tertiary education, by type of programme and age group (2011) and Table A1.3b (Web only), Percentage of the population that has attained tertiary education, by type of programme, age group and gender (2011), which present the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
2. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.
3. Caution should be exercised in interpreting these ratios and differences in ratios, as small estimates may present fairly high sampling variability. Estimates for small geographic areas, for small age-groups or for cross-classified variables will be associated with larger variability.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2013: OECD Indicators*.

Table A.1.4 Trends in educational attainment among the 25- to 64-year-old population, by highest level of education attained, Canada, provinces and territories, 2000, 2001 and 2005 to 2011

	2000	2001	2005	2006	2007	2008	2009	2010	2011	2000 to 2011
					percent					average annual growth rate[1]
OECD average[2]										
Below upper secondary	34	..	30	29	29	28	27	26	25	-2.7
Upper secondary and postsecondary non-tertiary	44	..	44	44	44	44	44	44	44	0.1
Tertiary education	22	..	27	28	28	29	30	31	32	3.3
Canada[3]										
Below upper secondary	19	18	15	14	13	13	12	12	11	-4.8
Upper secondary and postsecondary non-tertiary	41	40	39	39	38	38	38	38	37	-0.7
Tertiary education	40	42	46	47	48	49	50	51	51	2.3
Newfoundland and Labrador										
Below upper secondary	30	29	24	22	21	21	21	19	18	-4.3
Upper secondary and postsecondary non-tertiary	44	44	45	46	44	43	43	45	44	-0.1
Tertiary education	26	28	31	32	34	36	36	36	38	3.5
Prince Edward Island										
Below upper secondary	27	25	20	19	19	19	17	15	16	-4.9
Upper secondary and postsecondary non-tertiary	37	36	35	37	37	36	35	36	34	-0.6
Tertiary education	36	39	45	44	45	45	47	49	50	3.1
Nova Scotia										
Below upper secondary	23	21	18	18	16	17	16	14	14	-4.6
Upper secondary and postsecondary non-tertiary	40	40	40	39	39	40	38	37	38	-0.6
Tertiary education	37	39	42	43	45	44	46	49	49	2.6
New Brunswick										
Below upper secondary	25	24	20	19	19	17	16	16	16	-3.9
Upper secondary and postsecondary non-tertiary	38	38	40	39	37	37	38	39	37	-0.3
Tertiary education	37	38	40	42	44	46	46	45	47	2.2
Quebec										
Below upper secondary	25	24	19	18	17	16	16	15	14	-4.9
Upper secondary and postsecondary non-tertiary	37	37	37	38	38	38	38	38	38	0.3
Tertiary education	38	40	44	44	45	45	46	48	48	2.1
Ontario										
Below upper secondary	17	16	13	13	11	11	11	10	9	-5.1
Upper secondary and postsecondary non-tertiary	38	37	36	35	34	34	33	33	33	-1.4
Tertiary education	45	47	51	53	55	55	56	57	58	2.3
Manitoba										
Below upper secondary	21	20	17	17	17	16	15	14	13	-4.1
Upper secondary and postsecondary non-tertiary	42	42	42	41	41	41	41	40	40	-0.2
Tertiary education	37	38	41	42	42	44	43	46	46	1.9
Saskatchewan										
Below upper secondary	21	19	15	16	14	14	12	12	12	-4.4
Upper secondary and postsecondary non-tertiary	50	50	50	48	51	51	51	51	50	0.0
Tertiary education	30	30	35	36	35	35	37	37	38	2.2
Alberta										
Below upper secondary	15	14	12	12	11	11	11	11	11	-3.4
Upper secondary and postsecondary non-tertiary	48	46	45	44	44	43	44	43	43	-1.0
Tertiary education	37	40	43	43	44	45	46	46	47	2.1
British Columbia										
Below upper secondary	14	13	11	12	11	10	9	9	8	-4.9
Upper secondary and postsecondary non-tertiary	48	47	45	44	44	44	44	43	42	-1.1
Tertiary education	38	39	44	45	45	46	47	48	50	2.5
Yukon										
Below upper secondary	17	14	13	16	17^{E}	17	18	18	12	-3.3
Upper secondary and postsecondary non-tertiary	39	42	46	45	41	36	34	34	32	-1.7
Tertiary education	43	44	41	39	42	47	48	49	56	2.3
Northwest Territories										
Below upper secondary	..	21	25^{E}	22^{E}	21	24	26	25	21	...
Upper secondary and postsecondary non-tertiary	..	36	33	31	33	32	30	32	31	...
Tertiary education	..	43	42	47	46	44	44	43	48	...
Nunavut										
Below upper secondary	..	..	52	43	37	42	44	45	46	...
Upper secondary and postsecondary non-tertiary	..	..	24	25	26	27	27	26	23	...
Tertiary education	..	..	24	32	38	32	29	29	31	...

.. not available for a specific reference period

... not applicable

E use with caution

1. The average annual growth rates for Canada, the provinces and territories were calculated using unrounded data.
2. The averages and average annual growth rates are from *Education at a Glance 2013 OECD Indicators*, Table A1.4a, Trends in educational attainment, by age group and average annual growth rate (2000-11), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
3. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2013: OECD Indicators*.

Table A.2.1 Upper secondary graduation rates[1], by programme orientation and sex, Canada, provinces and territories, 2010

	Total (unduplicated)				General programmes			
	Both sexes all ages[2]	Share of < 25 years old[3]	Males all ages	Females all ages	Both sexes all ages[2]	Share of < 25 years old[3]	Males all ages	Females all ages
	percent							
OECD average[4,5]	83	93	79	86	50	97	44	56
Canada[5]	83	95	80	87	80	98	77	84
Newfoundland and Labrador	80	98	79	81	80	98	79	81
Prince Edward Island	81	100	79	83	81	100	79	83
Nova Scotia	84	100	84	85	84	100	83	85
New Brunswick	86	100	83	89	86	100	83	89
Quebec	91	87	85	97	77	96	70	84
Ontario	87	97	84	90	87	97	84	90
Manitoba[6]	72	99	69	75	72	99	69	75
Saskatchewan	81	96	80	83	81	96	80	83
Alberta	70	99	68	73	70	99	68	73
British Columbia	78	100	75	81	78	100	75	81
Yukon	72	100	64	81	72	100	64	81
Northwest Territories	54	93	47	62	54	93	47	62
Nunavut	37	98	39	35	37	98	39	35

	Pre-vocational/vocational programmes			
	Both sexes all ages[2]	Share of < 25 years old[3]	Males all ages	Females all ages
	percent			
OECD average[4,5]	47	80	49	45
Canada[5]	3	37	4	2
Newfoundland and Labrador	0	0	0	0
Prince Edward Island	0	0	0	0
Nova Scotia	0	100	1	0
New Brunswick	0	0	0	0
Quebec	14	37	16	11
Ontario	0	0	0	0
Manitoba[6]	0	0	0	0
Saskatchewan	0	0	0	0
Alberta	0	0	0	0
British Columbia	0	0	0	0
Yukon	0	0	0	0
Northwest Territories	0	0	0	0
Nunavut	0	0	0	0

0 true zero or a value rounded to zero

1. All graduation rates in this table are calculated according to the "net" methodology (see the "Definitions, sources and methodology" section in Indicator A2 for more details).
2. The sum of graduation rates by age, which are obtained by dividing graduates of a specific age by the population of the corresponding specific age.
3. Share of graduates under 25 years of age among the total population of graduates.
4. These averages are from *Education at a Glance 2013: OECD Indicators*, Table A2.1a, Upper secondary graduation rates and average ages (2011), and Table A2.1b, Upper secondary graduation rates for students under 25 (2011), which present the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
5. The estimates submitted to the OECD for its 2013 report are for 2010; they reflect the 2009/2010 academic year and are included in the OECD's average figures for 2011.
6. Manitoba graduates from Adult Learning Centres in the province are not included in the graduation rate calculation.

Note: The methodology used to produce numbers for Canada and the provinces/territories may differ from that used in a particular province/territory; as a result, the numbers in this table may differ from those published by the provinces/territories.

Sources: Statistics Canada, Elementary-Secondary Education Survey (ESES); Aboriginal Affairs and Northern Development Canada (AANDC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2013: OECD Indicators*.

Table A.2.2 Successful completion of upper secondary programmes in public schools, 16- to 19-year-olds,[1] by sex, Canada, provinces and territories, 2010

	Both sexes	Females	Males
	percent		
Canada	74	78	70
Newfoundland and Labrador	76	79	73
Prince Edward Island	75	79	72
Nova Scotia	82	83	81
New Brunswick	82	85	80
Quebec	63	71	57
Ontario	80	83	77
Manitoba	72	74	69
Saskatchewan	69	71	67
Alberta	68	71	66
British Columbia	75	78	72
Yukon	64	68	61
Northwest Territories	30	34	26
Nunavut	16	14	18

1. 15- to 18-year-olds in Quebec.

Notes: The proxy cohort rate is calculated by Statistics Canada using 2007/2008 Grade 10 ("Secondaire 3" in Quebec) enrolments and 16- to 19-year-olds (15- to 18-year-olds in Quebec) graduates data in 2009/2010. The methodology used to produce numbers for Canada and the provinces/territories may differ from that used in a particular province/territory; as a result, the numbers in this table may differ from those published by the provinces/territories.

Source: Statistics Canada, Elementary-Secondary Education Survey (ESES).

Table A.3.1 Employment rates[1] of 25- to 64-year-olds, by highest level of education attained and sex, Canada, provinces and territories, 2011

				Upper secondary education			Tertiary education		
	ISCED 0/1 (Pre-primary and primary) Column 1	ISCED 2 (Lower secondary) Column 2	ISCED 3C (Short programmes) Column 3	ISCED 3C (Long programmes) /3B Column 4	ISCED 3A Column 5	ISCED 4 (Post-secondary non-tertiary)[2] Column 6	ISCED 5B (Type B) Column 7	ISCED 5A/6 (Type A and Advanced research programmes) Column 8	All levels of education Column 9
					percent				
OECD averages[3]									
Both sexes	46	58	..	74	73	80	81	84	73
Men	59	69	..	81	80	85	86	88	80
Women	37	48	..	64	65	75	77	79	65
Canada[4]									
Both sexes	43	60	...	[5]	72	79	81	82	76
Men	53	68	...	[5]	78	82	85	85	80
Women	31	50	...	[5]	67	73	78	80	72
Newfoundland and Labrador									
Both sexes	33	46	...	[5]	62	68	77	83	66
Men	36	53	...	[5]	70	69	79	85	69
Women	28	38	...	[5]	56	67	75	81	64
Prince Edward Island									
Both sexes	42	61	...	[5]	71	73	80	83	74
Men	46	67	...	[5]	73	77	83	85	75
Women	34^E	54	...	[5]	69	65	79	82	73
Nova Scotia									
Both sexes	38	58	...	[5]	70	72	79	82	73
Men	43	67	...	[5]	75	74	82	86	76
Women	31	47	...	[5]	65	69	77	80	71
New Brunswick									
Both sexes	36	52	...	[5]	69	69	81	83	71
Men	39	59	...	[5]	76	69	83	86	74
Women	31	44	...	[5]	64	71	79	81	69
Quebec									
Both sexes	41	59	...	[5]	70	78	82	82	74
Men	50	68	...	[5]	75	80	83	83	77
Women	31	49	...	[5]	65	74	81	80	71
Ontario									
Both sexes	43	58	...	[5]	72	78	80	83	76
Men	55	64	...	[5]	77	81	85	86	80
Women	32	49	...	[5]	66	71	77	79	72
Manitoba									
Both sexes	54	66	...	[5]	79	82	84	86	80
Men	68	77	...	[5]	84	86	89	89	85
Women	36	52	...	[5]	74	74	81	83	75
Saskatchewan									
Both sexes	49	68	...	[5]	79	86	84	85	81
Men	64	77	...	[5]	86	91	89	89	86
Women	27	55	...	[5]	72	78	81	83	75
Alberta									
Both sexes	57	69	...	[5]	78	85	84	85	81
Men	69	77	...	[5]	85	88	90	89	86
Women	42	57	...	[5]	72	77	79	81	75
British Columbia									
Both sexes	41	59	...	[5]	71	79	78	79	74
Men	55	66	...	[5]	75	82	83	83	79
Women	24	51	...	[5]	66	71	75	76	70

continued...

Table A.3.1 Employment rates[1] of 25- to 64-year-olds, by highest level of education attained and sex, Canada, provinces and territories, 2011 (concluded)

				Upper secondary education			Tertiary education		
	ISCED 0/1 (Pre-primary and primary)	ISCED 2 (Lower secondary)	ISCED 3C (Short programmes)	ISCED 3C (Long programmes) /3B	ISCED 3A	ISCED 4 (Post-secondary non-tertiary)[2]	ISCED 5B (Type B)	ISCED 5A/6 (Type A and Advanced research programmes)	All levels of education
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9
					percent				
Yukon									
Both sexes	x	62	...	[5]	82	82	85	91	82
Men	x	60	...	[5]	90	85	86	91	83
Women	x	66	...	[5]	75	68E	85	91	81
Northwest Territories									
Both sexes	51	61	...	[5]	83	90	90	94	83
Men	53	62	...	[5]	86	91	93	96	85
Women	49	59	...	[5]	80	84	88	91	80
Nunavut									
Both sexes	49	54	...	[5]	74	73	82	93	68
Men	52	58	...	[5]	70	76	85	95	70
Women	46	50	...	[5]	76	x	80	91	66

.. not available for a specific reference period

... not applicable

x suppressed to meet the confidentiality requirements of the *Statistics Act*

E use with caution

1. Number of 25- to 64-year-olds in employment as a percentage of the population aged 25 to 64.
2. Trade certificates or diplomas from a vocational school or apprenticeship training.
3. These averages are from *Education at a Glance 2013: OECD Indicators*, Table A5.1a, Employment rates among 25-64 year-olds, by educational attainment (2011), and Table A5.1b, Employment rates, among 25-64 year-olds, by educational attainment and gender (2011), which present the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
4. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Note: [ ] Data included in column of the table whose number is shown in the squared brackets.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2013: OECD Indicators*.

Table A.3.2 Trends in employment rates[1] of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, Canada, provinces and territories, 2000, 2005, 2008 and 2011

	Age 25 to 64				
	2000	2005	2008	2011	Change between 2008 and 2011[2]
	percent				percentage points
OECD average[3]					
Below upper secondary	57	57	58	55	-2.6
Upper secondary and postsecondary non-tertiary	75	75	76	74	-2.2
Tertiary education	85	84	84	83	-1.5
Canada[4]					
Below upper secondary	55	56	58	55	-2.7
Upper secondary and postsecondary non-tertiary	76	76	76	74	-2.2
Tertiary education	83	82	83	82	-0.9
Newfoundland and Labrador					
Below upper secondary	35	36	39	41	1.3
Upper secondary and postsecondary non-tertiary	63	64	65	65	0.4
Tertiary education	76	77	77	79	2.2
Prince Edward Island					
Below upper secondary	57	60	59	56	-2.9
Upper secondary and postsecondary non-tertiary	72	72	74	71	-2.7
Tertiary education	82	83	83	82	-1.0
Nova Scotia					
Below upper secondary	48	50	53	54	0.6
Upper secondary and postsecondary non-tertiary	71	73	71	71	-0.9
Tertiary education	79	80	81	81	-0.5
New Brunswick					
Below upper secondary	45	46	47	46	-0.9
Upper secondary and postsecondary non-tertiary	72	72	72	69	-3.0
Tertiary education	80	80	82	82	-0.7
Quebec					
Below upper secondary	50	52	54	53	-1.1
Upper secondary and postsecondary non-tertiary	73	74	74	73	-0.5
Tertiary education	82	81	82	82	-0.4
Ontario					
Below upper secondary	59	58	58	54	-3.9
Upper secondary and postsecondary non-tertiary	77	77	76	73	-2.8
Tertiary education	83	83	83	82	-1.3
Manitoba					
Below upper secondary	65	63	66	63	-2.8
Upper secondary and postsecondary non-tertiary	81	81	81	80	-0.7
Tertiary education	84	86	86	85	-0.6
Saskatchewan					
Below upper secondary	63	63	67	64	-3.1
Upper secondary and postsecondary non-tertiary	82	82	83	82	-1.3
Tertiary education	85	85	85	84	-0.7
Alberta					
Below upper secondary	65	68	71	66	-4.7
Upper secondary and postsecondary non-tertiary	82	82	84	81	-3.7
Tertiary education	85	84	85	84	-0.5
British Columbia					
Below upper secondary	54	59	61	55	-5.4
Upper secondary and postsecondary non-tertiary	75	75	76	73	-3.5
Tertiary education	81	79	80	79	-1.5
Yukon					
Below upper secondary	61	56	60	58	-1.5
Upper secondary and postsecondary non-tertiary	81	83	84	82	-2.5
Tertiary education	87	88	90	88	-1.9
Northwest Territories					
Below upper secondary	..	62	61	58	-2.9
Upper secondary and postsecondary non-tertiary	..	87	86	85	-1.3
Tertiary education	..	92	91	91	0.7
Nunavut					
Below upper secondary	..	46	51	52	1.7
Upper secondary and postsecondary non-tertiary	..	77	72	73	0.7
Tertiary education	..	93	89	87	-1.9

continued...

Table A.3.2 Trends in employment rates[1] of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, Canada, provinces and territories, 2000, 2005, 2008 and 2011

	Age 25 to 34				
	2000	2005	2008	2011	Change between 2008 and 2011[2]
	percent				percentage points
OECD average[3]					
Below upper secondary	64	61	63	58	-4.9
Upper secondary and postsecondary non-tertiary	78	77	79	76	-3.3
Tertiary education	85	84	85	82	-2.6
Canada[1]					
Below upper secondary	60	62	61	59	-1.7
Upper secondary and postsecondary non-tertiary	79	80	80	78	-2.7
Tertiary education	86	85	85	84	-1.5
Newfoundland and Labrador					
Below upper secondary	34	39	39	45	6.6
Upper secondary and postsecondary non-tertiary	64	65	69	68	-0.5
Tertiary education	78	79	81	85	4.0
Prince Edward Island					
Below upper secondary	63	62	66	66	-0.4
Upper secondary and postsecondary non-tertiary	75	76	75	72	-2.7
Tertiary education	87	88	88	85	-2.6
Nova Scotia					
Below upper secondary	59	55	52	54	1.8
Upper secondary and postsecondary non-tertiary	77	76	76	72	-4.3
Tertiary education	85	85	86	84	-1.7
New Brunswick					
Below upper secondary	49	46	45	44	-1.0
Upper secondary and postsecondary non-tertiary	73	77	73	72	-1.2
Tertiary education	86	87	87	88	0.3
Quebec					
Below upper secondary	57	59	60	59	-1.0
Upper secondary and postsecondary non-tertiary	78	79	80	80	-0.4
Tertiary education	84	84	86	85	-1.2
Ontario					
Below upper secondary	64	63	58	56	-1.7
Upper secondary and postsecondary non-tertiary	81	80	78	74	-4.4
Tertiary education	87	85	85	83	-1.8
Manitoba					
Below upper secondary	67	59	65	61	-3.6
Upper secondary and postsecondary non-tertiary	85	81	82	82	0.3
Tertiary education	87	89	87	86	-1.1
Saskatchewan					
Below upper secondary	58	61	63	59	-4.2
Upper secondary and postsecondary non-tertiary	81	82	85	82	-2.3
Tertiary education	88	87	89	86	-2.7
Alberta					
Below upper secondary	65	73	71	67	-3.0
Upper secondary and postsecondary non-tertiary	83	84	86	82	-3.7
Tertiary education	88	85	86	85	-0.9
British Columbia					
Below upper secondary	59	67	64	60	-4.4
Upper secondary and postsecondary non-tertiary	78	79	81	78	-3.2
Tertiary education	84	84	83	81	-2.4
Yukon					
Below upper secondary	49	x	57	54	-3.4
Upper secondary and postsecondary non-tertiary	79	81	89	81	-8.1
Tertiary education	84	91	88	87	-0.2
Northwest Territories					
Below upper secondary	..	58	55	43	-12.2
Upper secondary and postsecondary non-tertiary	..	88	85	81	-4.6
Tertiary education	..	90	90	93	3.4
Nunavut					
Below upper secondary	..	40	49	44	-4.8
Upper secondary and postsecondary non-tertiary	..	78	70	71	0.4
Tertiary education	..	89	87	87	-0.7

continued...

Table A.3.2 Trends in employment rates[1] of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, Canada, provinces and territories, 2000, 2005, 2008 and 2011

	Age 55 to 64				
	2000	2005	2008	2011	Change between 2008 and 2011[2]
	percent				percentage points
OECD average[3]					
Below upper secondary	36	38	40	41	0.6
Upper secondary and postsecondary non-tertiary	46	51	53	54	1.0
Tertiary education	63	66	67	67	-0.2
Canada[4]					
Below upper secondary	37	41	44	43	-1.2
Upper secondary and postsecondary non-tertiary	52	57	58	59	0.7
Tertiary education	57	62	64	65	1.1
Newfoundland and Labrador					
Below upper secondary	19	26	31	34	3.2
Upper secondary and postsecondary non-tertiary	35	43	46	47	1.8
Tertiary education	41	50	48	56	7.4
Prince Edward Island					
Below upper secondary	40	49	49	47	-2.5
Upper secondary and postsecondary non-tertiary	46	56	62	60	-1.9
Tertiary education	51	58	61	64	2.3
Nova Scotia					
Below upper secondary	31	34	37	40	3.1
Upper secondary and postsecondary non-tertiary	43	51	54	54	0.9
Tertiary education	46	54	60	63	3.1
New Brunswick					
Below upper secondary	31	33	39	38	-1.4
Upper secondary and postsecondary non-tertiary	46	51	57	54	-2.6
Tertiary education	47	53	59	58	0.0
Quebec					
Below upper secondary	33	36	38	41	2.9
Upper secondary and postsecondary non-tertiary	46	51	51	53	1.7
Tertiary education	52	55	58	60	2.0
Ontario					
Below upper secondary	38	44	47	42	-4.3
Upper secondary and postsecondary non-tertiary	53	59	59	59	0.1
Tertiary education	60	65	66	66	0.5
Manitoba					
Below upper secondary	45	51	54	54	0.1
Upper secondary and postsecondary non-tertiary	56	63	60	66	5.9
Tertiary education	61	66	68	70	2.4
Saskatchewan					
Below upper secondary	50	51	61	57	-3.5
Upper secondary and postsecondary non-tertiary	62	62	67	71	3.5
Tertiary education	64	69	67	71	3.9
Alberta					
Below upper secondary	51	54	60	54	-6.3
Upper secondary and postsecondary non-tertiary	60	68	71	69	-1.9
Tertiary education	61	71	74	72	-1.6
British Columbia					
Below upper secondary	38	39	44	40	-3.6
Upper secondary and postsecondary non-tertiary	55	57	57	57	-0.3
Tertiary education	60	62	63	65	2.0

continued...

Table A.3.2 Trends in employment rates[1] of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, Canada, provinces and territories, 2000, 2005, 2008 and 2011 (concluded)

	Age 55 to 64				
	2000	2005	2008	2011	Change between 2008 and 2011[2]
	percent				percentage points
Yukon					
Below upper secondary	56	43^E	60	55	-4.2
Upper secondary and postsecondary non-tertiary	71	75	75	77	2.1
Tertiary education	82	74	79	76	-3.4
Northwest Territories					
Below upper secondary	..	58	46	62	16.0
Upper secondary and postsecondary non-tertiary	..	77	75	84	8.6
Tertiary education	..	87	84	87	3.1
Nunavut					
Below upper secondary	..	38	42	49	7.2
Upper secondary and postsecondary non-tertiary	..	x	62	88	25.6
Tertiary education	..	x	85	90	4.4

.. not available for a specific reference period

0 true zero or a value rounded to zero

x suppressed to meet the confidentiality requirements of the *Statistics Act*

E use with caution

1. Number of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds in employment as a percentage of the populations aged 25 to 64, 25 to 34 and 55 to 64, respectively.
2. The percentage-point changes for Canada, the provinces and territories were calculated using unrounded data.
3. These averages are from *Education at a Glance 2013: OECD Indicators*, Table A5.3a, Employment rates, by educational attainment and age group (2000, 2005, 2008 and 2011), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
4. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2013: OECD Indicators*.

Table B.1.1.1 Annual expenditure by educational institutions, per student for all services, by educational level, Canadian dollars, Canada, provinces and territories, 2009/2010

	ISCED 0 (Pre-primary education, children aged 3 and older)	ISCED 1 (Primary)[1]	ISCED 2 (Lower secondary)	ISCED 3 (Upper secondary)[1]	ISCED levels 0 to 3	ISCED 5A/6 (Tertiary-type A and Advanced research programmes) including R&D
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
	Canadian dollars					
Canada	[2]	11,496	[2]	12,200	11,772	32,409
Newfoundland and Labrador	[2]	11,248	[2]	15,498	12,412	32,637
Prince Edward Island	[2]	11,853	[2]	10,231	11,373	35,805
Nova Scotia	[2]	10,464	[2]	13,201	11,199	31,382
New Brunswick	[2]	10,978	[2]	11,538	11,175	29,039
Quebec	[2]	11,178	[4]	10,156	10,652	30,544
Ontario	[2]	11,223	[2]	13,179	11,940	29,026
Manitoba	[2]	12,043	[2]	12,353	12,154	27,005
Saskatchewan	[2]	10,639	[2]	16,303	12,223	40,800
Alberta	[2]	12,508	[2]	16,895	13,697	51,460
British Columbia	[2]	11,944	[4]	9,980	11,033	35,095
Yukon	[2]	22,714	[4]	17,974	20,716	...
Northwest Territories	[2]	25,761	[2]	27,175	26,274	...
Nunavut	[2]	15,151	[2]	20,045	16,462	...

... not applicable

1. The grades reflected in these ISCED categories vary by province/territory. Upper secondary includes Grades 7 to 11 in Quebec, Grades 8 to 12 in British Columbia and Yukon, Grades 9 to 12 in New Brunswick, Ontario and Manitoba, and Grades 10 to 12 in Newfoundland and Labrador, Prince Edward Island, Nova Scotia, Saskatchewan, Alberta, Northwest Territories and Nunavut.

Notes: [ ] Data included in column of the table whose number is shown in the squared brackets.
Certain differences in the cost per student figures by province/territory at the secondary level are attributable to whether or not registrations for adult education programs are included in enrolments. This should be considered when making inter-provincial/territorial comparisons.

Sources: Statistics Canada, Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; Financial Information of Universities and Colleges Survey; Postsecondary Student Information System (PSIS); 2006 Census of Population.

Table B.1.1.2 Annual expenditure by educational institutions, per student for all services, by educational level, in equivalent US dollars converted using purchasing power parity, Canada, provinces and territories, 2009/2010

	ISCED 0 (Pre-primary education, children aged 3 and older)	ISCED 1 (Primary)[1]	ISCED 2 (Lower secondary)	ISCED 3 (Upper secondary)[1]	ISCED levels 0 to 3	ISCED 5A/6 (Tertiary type-A and Advanced research programmes) including R&D[3]
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
	US dollars					
OECD average[2,3]	6,762	7,974	8,893	9,322	..	13,528
Canada[4]	[2]	9,580	[2]	10,166	9,810	27,006
Newfoundland and Labrador	[2]	9,373	[2]	12,914	10,343	27,196
Prince Edward Island	[2]	9,877	[2]	8,525	9,477	29,836
Nova Scotia	[2]	8,719	[2]	11,000	9,332	26,150
New Brunswick	[2]	9,148	[2]	9,614	9,312	24,198
Quebec	[2]	9,315	[4]	8,462	8,876	25,452
Ontario	[2]	9,352	[2]	10,982	9,950	24,187
Manitoba	[2]	10,035	[2]	10,294	10,128	22,503
Saskatchewan	[2]	8,865	[2]	13,585	10,185	33,998
Alberta	[2]	10,423	[2]	14,078	11,413	42,881
British Columbia	[2]	9,953	[4]	8,316	9,194	29,244
Yukon	[2]	18,927	[4]	14,977	17,263	...
Northwest Territories	[2]	21,467	[2]	22,645	21,893	...
Nunavut	[2]	12,625	[2]	16,703	13,718	...

.. not available for a specific reference period

... not applicable

1. The grades reflected in these ISCED categories vary by province/territory. Upper secondary includes Grades 7 to 11 in Quebec, Grades 8 to 12 in British Columbia and the Yukon, Grades 9 to 12 in New Brunswick, Ontario and Manitoba, and Grades 10 to 12 in Newfoundland and Labrador, Prince Edward Island, Nova Scotia, Saskatchewan, Alberta, Northwest Territories and Nunavut. The figures for Canada that appear in *Education at a Glance 2013: OCED Indicators*, reflect enrolment at the secondary level based on Grades 9 to 12.
2. These averages are from *Education at a Glance 2013: OECD Indicators*, Table B1.1a, Annual expenditure per student by educational institutions for all services (2010) and Table B1.2, Annual expenditure per student by educational institutions for core services, ancillary services and R&D (2010). These tables present the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
3. In column 6, the OECD average includes postsecondary non-tertiary education (ISCED 4). The OECD average includes the entire tertiary sector (ISCED levels 5A, 5B and 6), and the figures for Canada and the provinces and territories reflect the university sector only (ISCED 5A/6).
4. Due to early cut-off dates for submission of data to the OECD, the figures for Canada presented in this report are not the same as those published in the OECD's *Education at a Glance 2013: OECD Indicators*. The figures presented in this table represent the most recent available.

Notes: [ ] Data included in column of the table whose number is shown in the squared brackets.
Certain differences in the cost per student figures by province/territory at the secondary level are attributable to whether or not registrations for adult education programs are included in enrolments. This should be considered when making inter-provincial/territorial comparisons.

Sources: Statistics Canada, Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; Financial Information of Universities and Colleges Survey; Postsecondary Student Information System (PSIS); 2006 Census of Population; and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2013: OECD Indicators*.

Table B.1.2.1 Annual expenditure by educational institutions, per student, on core services and ancillary services, Canadian dollars, Canada, provinces and territories, 2009/2010

	ISCED levels 0 to 3, Pre-primary, primary and lower and upper secondary		
	Educational core services	Ancillary services (transport, meals, housing provided by institutions)	Total
	Column 1	Column 2	Column 3
	Canadian dollars		
Canada	11,188	585	11,772
Newfoundland and Labrador	11,715	697	12,412
Prince Edward Island	10,876	498	11,373
Nova Scotia	10,645	554	11,199
New Brunswick	10,661	514	11,175
Quebec	9,953	699	10,652
Ontario	11,368	572	11,940
Manitoba	11,602	552	12,154
Saskatchewan	11,604	619	12,223
Alberta	13,042	654	13,697
British Columbia	10,658	375	11,033
Yukon	20,534	183	20,716
Northwest Territories	26,112	162	26,274
Nunavut	16,224	238	16,462

Note : Certain differences in the cost per student figures by province/territory at the secondary level are attributable to whether or not registrations for adult education programs are included in enrolments. This should be considered when making inter-provincial/territorial comparisons.

Sources : Statistics Canada, Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; 2006 Census of Population.

Table B.1.2.2 Annual expenditure by educational institutions, per student, on core services and ancillary services, in equivalent US dollars converted using purchasing power parity, Canada, provinces and territories, 2009/2010

	ISCED levels 0 to 3, Pre-primary, primary and lower and upper secondary		
	Educational core services	Ancillary services (transport, meals, housing provided by institutions	Total
	Column 1	Column 2	Column 3
	US dollars		
OECD average[1,2]	8,001	524	8,550
Canada[3]	9,322	487	9,810
Newfoundland and Labrador	9,762	581	10,343
Prince Edward Island	9,062	415	9,477
Nova Scotia	8,871	461	9,332
New Brunswick	8,884	428	9,312
Quebec	8,294	583	8,876
Ontario	9,473	477	9,950
Manitoba	9,668	460	10,128
Saskatchewan	9,669	516	10,185
Alberta	10,868	545	11,413
British Columbia	8,881	313	9,194
Yukon	17,111	152	17,263
Northwest Territories	21,759	135	21,893
Nunavut	13,519	199	13,718

1. These averages are from *Education at a Glance 2013: OECD Indicators*, Table B1.2, Annual expenditure per student by educational institutions for core services, ancillary services and R&D (2010), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
2. In columns 1 to 3, the OECD averages include postsecondary non-tertiary education. The average for total expenditures in the OECD includes a different number of countries than the averages for educational core services and ancillary services separately. Hence the total does not add up to the sum of these two components.
3. Due to early cut-off dates for submission of data to the OECD, the figures for Canada presented in this report are not the same as those published in the OECD's *Education at a Glance 2013: OECD Indicators*. The figures presented in this report represent the most recent available.

Note: Certain differences in the cost per student figures by province/territory at the secondary level are attributable to whether or not registrations for adult education programs are included in enrolments. This should be considered when making inter-provincial/territorial comparisons.

Sources: Statistics Canada, Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; 2006 Census of Population; and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2013: OECD Indicators*.

Table B.2.1 Public and private expenditure on educational institutions as a percentage of GDP, by level of education, Canada, provinces and territories, 2009

		Primary, secondary and postsecondary non-tertiary education			
	ISCED 0 (Pre-primary education, children aged 3 and older)	All primary, secondary and post-secondary non-tertiary	ISCED 1/2 (Primary and lower secondary)	ISCED 3 (Upper secondary)	ISCED 4 (Post-secondary non-tertiary)
	Column 1	Column 2	Column 3	Column 4	Column 5
	percent				
OECD average[1,2]	0.6	3.9	2.6	1.3	0s
Canada[2]	[2]	3.9	[2]	[2]	[7]
Newfoundland and Labrador	[2]	3.3	[2]	[2]	[7]
Prince Edward Island	[2]	4.8	[2]	[2]	[7]
Nova Scotia	[2]	4.3	[2]	[2]	[7]
New Brunswick	[2]	4.3	[2]	[2]	[7]
Quebec	[2]	3.9	[2]	[2]	[7]
Ontario	[2]	4.2	[2]	[2]	[7]
Manitoba	[2]	4.7	[2]	[2]	[7]
Saskatchewan	[2]	3.7	[2]	[2]	[7]
Alberta	[2]	3.2	[2]	[2]	[7]
British Columbia	[2]	3.5	[2]	[2]	[7]
Yukon	[2]	4.8	[2]	[2]	[7]
Northwest Territories	[2]	5.3	[2]	[2]	[7]
Nunavut	[2]	6.2	[2]	[2]	[7]

	Tertiary education			All levels of education combined (including undistributed programmes)
	Total tertiary	ISCED 5B (Type B)	ISCED 5A/6 (Type A and advanced research programmes)	
	Column 6	Column 7	Column 8	Column 9
	percent			
OECD average[1,2]	1.6	0.2	1.4	6.3
Canada[2]	2.8	0.9	1.8	6.7
Newfoundland and Labrador	2.6	0.8	1.8	5.9
Prince Edward Island	3.8	1.5	2.3	8.6
Nova Scotia	4.0	0.9	3.1	8.3
New Brunswick	3.1	0.9	2.2	7.4
Quebec	3.0	1.1	1.9	6.9
Ontario	2.8	0.9	1.9	7.0
Manitoba	2.5	0.8	1.8	7.2
Saskatchewan	2.5	0.9	1.6	6.2
Alberta	2.3	0.8	1.5	5.5
British Columbia	2.9	1.0	1.9	6.4
Yukon	2.2	2.2	0.0	7.0
Northwest Territories	1.5	1.5	0.0	6.8
Nunavut	2.6	2.6	0.0	8.8

0s value rounded to 0 (zero) where there is a meaningful distinction between true zero and the value that was rounded

1. These averages are from *Education at a Glance 2013: OECD Indicators*, Table B2.2, Expenditure on educational institutions as a percentage of GDP, by level of education (2010), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
2. Canada classifies expenditure by education level in a way that differs slightly from that of most other countries; that is, expenditure on pre-elementary education is grouped with expenditure at the elementary and secondary levels, while expenditure on postsecondary non-tertiary education (essentially technical and vocational training) is grouped with tertiary-type B expenditure. This should not affect international comparability, however, since expenditure at the elementary and secondary levels is dominant. The most recent data available for Canada, the provinces and territories are for 2009; these estimates were submitted to the OECD and are included in its average figures for 2010.

Note: [ ] Data included in column of the table whose number is shown in the squared brackets.

Sources: Statistics Canada: Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Financial Information of Universities and Colleges Survey; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; and Financial Statistics of Community Colleges and Vocational Schools; and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2013: OECD Indicators*.

Table B.3.1 Distribution of total and current expenditure by educational institutions, from public and private sources, by level of education, Canada, provinces and territories, 2009

	Primary, secondary and postsecondary non-tertiary education					
	Percentage of total expenditure		Percentage of current expenditure			
	Current	Capital	Compensation of teachers	Compensation of other staff	Compensation of all staff	Other current expenditure
	percent					
OECD average[1,2]	91.3	8.7	62.0	15.5	78.2	21.8
Canada[2,3]	92.0	8.0	62.5	15.0	77.4	22.6
Newfoundland and Labrador	93.8	6.2	64.6	11.6	76.3	23.7
Prince Edward Island	86.9	13.1	66.6	14.4	80.9	19.1
Nova Scotia	92.1	7.9	62.1	12.2	74.3	25.7
New Brunswick	94.2	5.8	67.5	11.0	78.4	21.6
Quebec	92.5	7.5	60.7	16.2	76.9	23.1
Ontario	92.2	7.8	65.3	16.0	81.4	18.6
Manitoba	96.0	4.0	54.8	22.2	77.0	23.0
Saskatchewan	95.6	4.4	49.1	21.3	70.4	29.6
Alberta	88.9	11.1	65.5	8.8	74.3	25.7
British Columbia	92.7	7.3	61.5	14.1	75.6	24.4
Yukon	96.0	4.0	63.2	9.1	72.3	27.7
Northwest Territories	72.1	27.9	61.7	16.2	78.0	22.0
Nunavut	91.0	9.0	67.6	17.2	84.8	15.2

	Tertiary education					
	Percentage of total expenditure		Percentage of current expenditure			
	Current	Capital	Compensation of teachers	Compensation of other staff	Compensation of all staff	Other current expenditure
	percent					
OECD average[1,2]	90.3	9.7	42.7	25.8	68.9	31.1
Canada[2,3]	88.8	11.2	37.1	27.7	64.7	35.3
Newfoundland and Labrador	94.3	5.7	33.9	32.3	66.2	33.8
Prince Edward Island	89.6	10.4	28.8	33.1	61.9	38.1
Nova Scotia	90.7	9.3	34.7	27.3	62.0	38.0
New Brunswick	86.9	13.1	38.3	27.7	66.0	34.0
Quebec	89.2	10.8	41.6	27.1	68.7	31.3
Ontario	90.8	9.2	36.2	27.3	63.6	36.4
Manitoba	90.8	9.2	36.8	27.3	64.1	35.9
Saskatchewan	83.6	16.4	34.5	29.3	63.8	36.2
Alberta	81.4	18.6	34.7	29.0	63.7	36.3
British Columbia	89.6	10.4	37.5	29.3	66.8	33.2
Yukon	100.0	0.0	34.4	26.0	60.5	39.5
Northwest Territories	100.0	0.0	33.5	22.7	56.2	43.8
Nunavut	100.0	0.0	38.4	22.6	61.0	39.0

0 true zero or a value rounded to zero

1. These averages are from *Education at a Glance 2013: OECD Indicators*, Table B6.2, Expenditure by educational institutions, by resource category and level of education (2010) (Web only), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
2. The most recent data available for Canada and the provinces are for 2009; these estimates were submitted to the OECD and are included in its average figures for 2010. In Canada (and in provinces and territories), expenditures for postsecondary non-tertiary education are aggregated with those for tertiary-type 5B education.
3. Public institutions only at the tertiary level.

Note: Current expenditure refers to spending on resources used each year by institutions as they carry out their activities. Capital expenditure refers to spending on assets that last longer than one year, including spending on new or replacement equipment and construction or renovation of buildings. Neither takes expenditure related to debt service into account.

Sources: Statistics Canada: Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Financial Information of Universities and Colleges Survey; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; and Financial Statistics of Community Colleges and Vocational Schools; and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2013: OECD Indicators*.

Table C.1.1 International students in tertiary education and distribution of international enrolments, by level of tertiary education, Canada and provinces, 2010

	International students[1] as a percentage of all tertiary enrolment				
	Total tertiary	ISCED 5B (Tertiary-type B programmes)	ISCED 5A (Tertiary-type A programmes)	ISCED 6 (Advanced research programmes)	2010/2001, average annual growth rate, total tertiary
	percent				rate
OECD average[2]	6.9	3.6	6.9	19.6	..
Canada	7.5	6.4	7.2	21.8	10.4
Newfoundland and Labrador	5.9	0.9	5.9	29.4	12.0
Prince Edward Island	14.4	26.7	8.5	27.3	23.5
Nova Scotia	8.8	0.0	10.1	15.5	7.3
New Brunswick	11.2	1.5	12.7	25.9	7.4
Quebec	6.7	1.9	7.5	21.4	7.2
Ontario	7.0	8.2	6.2	17.7	14.2
Manitoba	6.3	4.4	6.0	25.3	11.9
Saskatchewan	5.3	0.4	5.6	13.8	5.1
Alberta	7.3	8.5	5.8	31.9	11.1
British Columbia	10.5	9.4	10.1	28.4	8.9

	Distribution of international students by level of tertiary education		
	ISCED 5B (Tertiary-type B programmes)	ISCED 5A (Tertiary-type A programmes)	ISCED 6 (Advanced research programmes)
	percent		
OECD average[2]	11.0	78.4	11.5
Canada	18.6	72.2	9.3
Newfoundland and Labrador	2.2	81.4	16.4
Prince Edward Island	58.9	40.0	1.1
Nova Scotia	0.1	97.2	2.7
New Brunswick	2.1	93.5	4.4
Quebec	6.9	80.2	12.9
Ontario	27.4	65.1	7.5
Manitoba	3.1	88.6	8.2
Saskatchewan	0.7	91.8	7.5
Alberta	26.6	58.5	14.9
British Columbia	18.3	73.5	8.2

.. not availble for a specific reference period

0 true zero or a value rounded to zero

[1] Those who are pursuing education in a country other than their country of residence or the country in which they were previously educated. In Canada, the concept of "international students" includes non-permanent residents, such as those with a study permit. It also includes those enrolled in a Canadian program from a Canadian institution that is not located in Canada (also known as "offshore students") as well as non-Canadian students studying via the Internet.

[2] These averages are from *Education at a Glance 2013: OECD Indicators*, Table C4.1, International student mobility and foreign students in tertiary education (2005, 2011), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.

Sources: Statistics Canada, Postsecondary Student Information System (PSIS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2013: OECD Indicators*.

Table C.1.2 Distribution of international students[1] in tertiary education, by region of origin and selected countries of citizenship, Canada and provinces, 2010

	Newfoundland and Labrador	Prince Edward Island	Nova Scotia	New Brunswick	Quebec	Ontario	Manitoba	Saskatchewan	Alberta	British Columbia	Canada[2]
						number					
Africa	120	33	294	657	5,622	3,342	279	207	684	507	11,745
Nigeria	39	18	39	30	33	990	93	114	168	111	1,635
Morocco	0	0	33	78	1,134	45	27	0	6	18	1,344
Egypt	18	3	57	177	219	333	3	6	108	30	951
Tunisia	0	0	6	48	708	33	3	0	12	3	810
Senegal	0	0	9	24	504	39	33	0	3	0	615
Cameroon	0	3	6	24	402	72	0	6	12	12	528
North America	63	111	483	105	2,739	2,061	51	30	354	1,947	7,944
United States	63	108	297	90	2,727	1,929	51	30	348	1,941	7,581
Latin America & Caribbean	48	15	372	1,074	1,455	2,850	69	60	876	822	7,647
Trinidad and Tobago	3	0	9	912	33	471	3	3	12	12	1,464
Mexico	18	3	15	15	282	402	18	21	171	285	1,227
Jamaica	0	0	39	6	9	240	3	3	312	96	708
Brazil	3	0	12	6	159	234	12	3	63	111	603
Colombia	3	0	12	0	162	201	9	6	63	60	510
Asia	666	663	2,274	894	5,058	25,764	993	1,404	7,023	13,116	57,852
China	351	606	1,428	399	1,446	10,698	576	942	3,615	6,498	26,559
India	66	12	159	78	438	3,663	72	81	549	765	5,889
Korea, South	9	3	57	15	285	2,229	51	60	363	1,254	4,326
Iran	30	0	45	42	588	1,116	21	30	600	492	2,958
Saudi Arabia	30	12	222	96	411	945	24	39	204	381	2,361
Pakistan	12	0	27	27	267	1,209	12	24	156	96	1,830
Hong Kong	3	0	9	6	21	828	36	36	225	606	1,770
Japan	3	9	39	24	129	465	42	27	201	609	1,551
Taiwan	3	0	21	6	51	378	12	6	108	780	1,371
Bangladesh	54	0	42	21	144	624	30	27	159	165	1,272
Malaysia	30	0	21	45	54	435	30	12	141	213	981
Viet Nam	0	0	6	6	165	345	9	18	54	81	684
Indonesia	3	0	3	6	21	252	18	9	30	330	675
Turkey	9	0	36	12	99	267	6	9	39	141	612
Lebanon	3	0	21	6	357	168	6	0	33	9	603
Europe	45	12	150	120	7,881	2,649	90	63	654	1,194	12,861
France	3	3	18	54	6,708	300	24	0	75	75	7,272
United Kingdom	3	3	18	9	120	450	6	6	111	213	936
Germany	9	0	27	12	132	294	27	9	108	222	849
Russian Federation	3	0	12	6	75	252	3	0	0	153	507
Oceania	3	0	3	3	153	225	3	6	60	78	531
Not reported[3]	3	0	477	0	27	5,475	1,269	45	207	882	8,382
Total	951	843	4,056	2,859	22,923	42,366	2,763	1,806	9,864	18,543	106,974

0 true zero or a value rounded to zero

[1] Those who are pursuing education in a country other than their country of residence or the country in which they were previously educated. In Canada, the concept of "international students" includes non-permanent residents, such as those with a study permit. It also includes those enrolled in a Canadian program from a Canadian institution that is not located in Canada (also known as "offshore students") as well as non-Canadian students studying via the Internet.

[2] Excludes private institutions.

[3] Includes international students for whom the region and country of origin was not reported.

Note: To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded.

Source: Statistics Canada, Postsecondary Student Information System (PSIS).

Table C.2.1 Percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, Canada, provinces and territories, 2011

	In education					Not in education				
	Students in work-study programmes[1]	Other employed	Unemployed[2]	Not in the labour force[3]	Total, in education	Employed[4]	Unemployed[2]	Not in the labour force[3]	Total, not in education	Total
	percent					percent				percent
OECD average[5]										
15 to 29	...	11.0	3.3	32.8	47.2	37.0	6.5	9.3	52.8	100
15 to 19	...	12.1	5.5	68.4	85.6	6.2	2.7	5.8	14.4	100
20 to 24	...	13.4	3.6	27.6	44.2	37.5	8.3	10.3	55.8	100
25 to 29	...	8.3	1.8	6.3	15.8	64.2	8.0	12.0	84.2	100
Canada[6]										
15 to 29	...	17.6	2.6	23.5	43.7	43.0	5.7	7.5	56.3	100
15 to 19	...	27.2	6.0	48.2	81.4	10.9	3.1	4.6	18.6	100
20 to 24	...	19.2	1.7	19.3	40.1	45.3	6.9	7.7	59.9	100
25 to 29	...	7.3	0.5	5.0	12.7	70.3	7.0	10.1	87.3	100
Newfoundland and Labrador										
15 to 29	...	13.5	2.0^{E}	28.8	44.3	36.7	8.8	10.1	55.7	100
15 to 19	...	18.4	4.0^{E}	61.2	83.6	7.7^{E}	4.5^{E}	4.2^{E}	16.4	100
20 to 24	...	16.0	F	19.6	37.3	38.6	12.2	11.9	62.7	100
25 to 29	...	x	x	5.6^{E}	11.7^{E}	64.3	9.7	14.3	88.3	100
Prince Edward Island										
15 to 29	...	18.0	3.4^{E}	25.8	47.1	39.4	7.2	6.3	52.9	100
15 to 19	...	25.4	7.8^{E}	47.7	80.9	11.5	3.9^{E}	3.8^{E}	19.1	100
20 to 24	...	18.9	x	x	37.8	46.9	8.2^{E}	7.1^{E}	62.2	100
25 to 29	...	7.1^{E}	x	x	14.3^{E}	66.8	10.3^{E}	8.7^{E}	85.7	100
Nova Scotia										
15 to 29	...	16.0	3.1	23.6	42.7	41.4	7.4	8.5	57.3	100
15 to 19	...	27.2	7.7	46.0	81.0	10.1	4.6^{E}	4.3^{E}	19.0	100
20 to 24	...	14.1	1.1^{E}	19.9	35.2	48.2	8.9	7.7	64.8	100
25 to 29	...	6.3^{E}	x	x	10.8	66.6	8.6	14.0	89.2	100
New Brunswick										
15 to 29	...	13.2	2.8^{E}	26.0	42.1	41.8	7.2	8.9	57.9	100
15 to 19	...	26.0	5.4^{E}	50.7	82.1	10.2	3.6^{E}	4.2^{E}	17.9	100
20 to 24	...	9.8	F	21.6	33.8	48.1	9.3	8.8	66.2	100
25 to 29	...	x	x	5.1^{E}	9.2	68.1	8.7^{E}	14.0	90.8	100
Quebec										
15 to 29	...	20.9	2.7	21.4	45.1	41.6	6.0	7.4	54.9	100
15 to 19	...	29.7	6.0	43.9	79.6	11.7	3.3	5.4	20.4	100
20 to 24	...	23.8	1.8^{E}	16.0	41.6	43.7	6.6	8.1	58.4	100
25 to 29	...	10.0	F	5.6	16.2	67.5	7.8	8.5	83.8	100
Ontario										
15 to 29	...	17.2	2.9	26.1	46.1	40.9	5.7	7.3	53.9	100
15 to 19	...	26.0	6.5	51.7	84.1	8.6	2.9	4.4	15.9	100
20 to 24	...	19.4	2.0	23.0	44.4	41.7	7.1	6.8	55.6	100
25 to 29	...	6.5	0.4^{E}	4.9	11.8	70.6	7.1	10.5	88.2	100
Manitoba										
15 to 29	...	18.3	2.2	21.0	41.5	46.0	4.7	7.8	58.5	100
15 to 19	...	27.4	5.5	46.1	78.9	13.8	2.5^{E}	4.7	21.1	100
20 to 24	...	19.7	0.9^{E}	11.5	32.1	53.1	7.0	7.8	67.9	100
25 to 29	...	7.6	x	x	13.2	71.2	4.7	11.0	86.8	100
Saskatchewan										
15 to 29	...	15.8	2.0	20.9	38.7	47.7	5.2	8.3	61.3	100
15 to 19	...	30.0	5.3	43.3	78.6	14.0	2.5^{E}	4.9	21.4	100
20 to 24	...	13.6	0.7^{E}	16.6	30.9	53.7	6.9	8.5	69.1	100
25 to 29	...	5.0^{E}	x	x	9.8	72.9	6.0	11.3	90.2	100
Alberta										
15 to 29	...	15.9	1.5	18.7	36.1	51.4	5.0	7.5	63.9	100
15 to 19	...	29.7	3.8	44.3	77.8	14.5	3.4	4.3	22.2	100
20 to 24	...	16.3	0.9^{E}	14.0	31.2	54.4	6.9	7.5	68.8	100
25 to 29	...	5.2	x	x	9.1	76.4	4.6	9.8	90.9	100
British Columbia										
15 to 29	...	16.4	2.9	23.7	43.1	43.6	5.6	7.7	56.9	100
15 to 19	...	24.6	6.7	49.0	80.3	12.2	3.4	4.1	19.7	100
20 to 24	...	17.7	1.7^{E}	20.3	39.6	45.7	5.9	8.8	60.4	100
25 to 29	...	8.1	0.9^{E}	5.3	14.3	68.6	7.3	9.8	85.7	100

continued...

Table C.2.1 Percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, Canada, provinces and territories, 2011 (concluded)

	In education					Not in education				
	Students in work-study programmes[1]	Other employed	Unemployed[2]	Not in the labour force[3]	Total, in education	Employed[4]	Unemployed[2]	Not in the labour force[3]	Total, not in education	Total
	percent					percent				percent
Yukon										
15 to 29	...	x	x	21.9	33.4	49.6	4.2^{E}	12.8^{E}	66.6	100
15 to 19	...	x	x	45.6	69.8	18.8^{E}	x	x	30.2	100
20 to 24	...	x	x	12.5^{E}	17.9^{E}	60.2	x	x	82.1	100
25 to 29	...	x	x	x	x	72.2	x	x	90.5	100
Northwest Territories										
15 to 29	...	x	x	26.5	36.9	45.5	6.9	10.8^{E}	63.1	100
15 to 19	...	x	x	54.9	76.2	12.6^{E}	x	x	23.8^{E}	100
20 to 24	...	x	..	16.8	21.8	52.1	10.6^{E}	15.5	78.2	100
25 to 29	...	x	..	x	x	78.1	6.5^{E}	10.3^{E}	94.9	100
Nunavut										
15 to 29	...	7.3	2.8^{E}	22.4	32.4	30.9	12.0	24.6	67.6	100
15 to 19	...	x	x	45.4	64.6	10.1	7.0	18.3	35.4	100
20 to 24	...	x	x	10.4^{E}	14.4^{E}	34.1	18.2	33.3	85.6	100
25 to 29	...	x	..	x	x	58.3	12.4	24.4	95.0	100

.. not available for a specific reference period
... not applicable
x suppressed to meet the confidentiality requirements of the *Statistics Act*
E use with caution
F too unreliable to be published

1. Students in work-study programmes are considered to be both in education and employed, irrespective of their labour market status according to the International Labour Organisation (ILO) definition.
2. Individuals who were, during the survey reference week, without work, actively seeking employment and currently available to start work.
3. Individuals who were not working and who were not unemployed; i.e., individuals who were not looking for a job.
4. Those who, during the survey reference week: worked for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or had a job but were temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.)
5. These averages are from *Education at a Glance 2013: OECD Indicators*, Table C5.2a, Percentage of 15-29 year-olds in education and not in education, by work status, including duration of unemployment (2011) and Table C5.2d (Web only), Percentage of young people in education and not in education, by age group and work status,including duration of unemployment (2011), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
6. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Notes: Estimates for small geographic areas, for small groups, or for cross-classified variables will be associated with larger variability. Due to rounding, sub-totals and totals may not match the sum of the individual values.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2013: OECD Indicators*.

Table C.2.2 Percentage of 15- to 29-year-olds in education and not in education, by sex and labour force status, Canada, provinces and territories, 2011

	In education					Not in education						
							NEETs (not in employment, not in education or training)					
	Students in work-study programmes[1]	Other employed	Unemployed[2]	Not in the labour force[3]	Total, in education	Employed[4]	Unemployed[2]	Not in the labour force[3]	Sub-total, not employed[5]	Total, not in education	Total
	percent						percent				percent
OECD average[6]											
Both sexes		11.0	3.3	32.8	47.2	37.0	6.5	9.3	15.8	52.8	100
Males		10.1	3.6	32.3	46.1	40.6	7.3	6.1	13.4	53.9	100
Females		12.0	2.1	33.2	48.5	33.3	5.7	12.5	18.2	51.5	100
Canada[7]											
Both sexes	...	17.6	2.6	23.5	43.7	43.0	5.7	7.5	13.3	56.3	100
Males	...	14.6	2.9	24.1	41.5	45.4	7.1	6.0	13.1	58.5	100
Females	...	20.7	2.4	22.9	45.9	40.6	4.4	9.1	13.5	54.1	100
Newfoundland and Labrador											
Both sexes	...	13.5	2.0^{E}	28.8	44.3	36.7	8.8	10.1	19.0	55.7	100
Males	...	9.4	2.3^{E}	28.8	40.5	38.3	12.3	8.8	21.2	59.5	100
Females	...	17.6	1.8^{E}	28.8	48.2	35.1	5.3^{E}	11.4	16.7	51.8	100
Prince Edward Island											
Both sexes	...	18.0	3.4^{E}	25.8	47.1	39.4	7.2	6.3	13.5	52.9	100
Males	...	15.2	3.5^{E}	27.8	46.5	38.9	9.5^{E}	5.1^{E}	14.6	53.5	100
Females	...	20.8	3.2^{E}	23.8	47.8	39.8	4.9^{E}	7.5^{E}	12.4	52.2	100
Nova Scotia											
Both sexes	...	16.0	3.1	23.6	42.7	41.4	7.4	8.5	15.9	57.3	100
Males	...	11.8	2.9^{E}	26.0	40.7	41.5	9.7	8.1	17.8	59.3	100
Females	...	20.0	3.2^{E}	21.4	44.6	41.2	5.2	8.9	14.2	55.4	100
New Brunswick											
Both sexes	...	13.2	2.8^{E}	26.0	42.1	41.8	7.2	8.9	16.1	57.9	100
Males	...	9.4	3.5^{E}	26.6	39.5	42.1	10.6	7.7	18.3	60.5	100
Females	...	17.0	2.2^{E}	25.5	44.7	41.5	3.7^{E}	10.1	13.9	55.3	100
Quebec											
Both sexes	...	20.9	2.7	21.4	45.1	41.6	6.0	7.4	13.3	54.9	100
Males	...	16.8	2.8	22.6	42.1	43.4	7.3	7.1	14.4	57.9	100
Females	...	25.2	2.7	20.2	48.1	39.7	4.6	7.6	12.2	51.9	100
Ontario											
Both sexes	...	17.2	2.9	26.1	46.1	40.9	5.7	7.3	13.0	53.9	100
Males	...	14.7	3.4	26.1	44.2	43.3	6.9	5.6	12.5	55.8	100
Females	...	19.6	2.4	26.1	48.1	38.4	4.5	9.0	13.5	51.9	100
Manitoba											
Both sexes	...	18.3	2.2	21.0	41.5	46.0	4.7	7.8	12.6	58.5	100
Males	...	15.7	2.2	21.8	39.6	49.7	6.0	4.7	10.7	60.4	100
Females	...	21.0	2.2^{E}	20.1	43.4	42.1	3.4	11.1	14.5	56.6	100
Saskatchewan											
Both sexes	...	15.8	2.0	20.9	38.7	47.7	5.2	8.3	13.5	61.3	100
Males	...	13.4	2.0^{E}	21.9	37.3	52.1	6.2	4.4	10.5	62.7	100
Females	...	18.3	2.0	19.9	40.2	43.1	4.2	12.4	16.7	59.8	100
Alberta											
Both sexes	...	15.9	1.5	18.7	36.1	51.4	5.0	7.5	12.5	63.9	100
Males	...	12.2	1.5	18.9	32.6	57.5	5.8	4.2	10.0	67.4	100
Females	...	19.9	1.4	18.6	39.9	44.9	4.2	11.0	15.2	60.1	100
British Columbia											
Both sexes	...	16.4	2.9	23.7	43.1	43.6	5.6	7.7	13.3	56.9	100
Males	...	14.4	3.3	25.3	42.9	43.1	7.1	6.9	14.0	57.1	100
Females	...	18.6	2.6	22.2	43.3	44.0	4.1	8.5	12.6	56.7	100

continued...

Table C.2.2 Percentage of 15- to 29-year-olds in education and not in education, by sex and labour force status, Canada, provinces and territories, 2011 (concluded)

	In education					Not in education					
							NEETs (not in employment, not in education or training)				
	Students in work-study programmes[1]	Other employed	Unemployed[2]	Not in the labour force[3]	Total, in education	Employed[4]	Unemployed[2]	Not in the labour force[3]	Sub-total, not employed[5]	Total, not in education	Total
	percent					percent					percent
Yukon											
Both sexes	...	x	x	21.9	33.4	49.6	4.2^{E}	12.8^{E}	17.0	66.6	100
Males	...	x	x	20.7^{E}	30.8	52.2	x	x	17.1^{E}	69.2	100
Females	...	x	x	23.2	36.2	46.9	x	x	17.0^{E}	63.8	100
Northwest Territories											
Both sexes	...	x	x	26.5	36.9	45.5	6.9	10.8^{E}	17.6	63.1	100
Males	...	x	x	23.1	32.4	49.6	8.4	9.6^{E}	18.0	67.6	100
Females	...	x	x	30.4	42.0	40.9	x	12.1^{E}	17.1	58.0	100
Nunavut											
Both sexes	...	7.3	2.8^{E}	22.4	32.4	30.9	12.0	24.6	36.6	67.6	100
Males	...	x	x	22.5	30.3	32.8	15.5	21.4	36.9	69.7	100
Females	...	x	x	22.3	34.7	29.0	8.2	28.1	36.3	65.3	100

... not applicable

x suppressed to meet the confidentiality requirements of the *Statistics Act*

E use with caution

1. Students in work-study programmes are considered to be both in education and employed, irrespective of their labour market status according to the International Labour Organisation (ILO) definition.
2. Individuals who were, during the survey reference week, without work, actively seeking employment and currently available to start work.
3. Individuals who were not working and who were not unemployed; i.e., individuals who were not looking for a job.
4. Those who, during the survey reference week: worked for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or had a job but were temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.).
5. Reflects those who were "unemployed" or "not in the labour force." In the Labour Force Survey (LFS), those individuals who are, during the survey reference week, without work, actively seeking employment and currently available to start work are categorized as unemployed. Individuals who are not working and who are not unemployed (individuals who are not looking for a job) are categorized as "not in the labour force."
6. These averages are from *Education at a Glance 2013: OECD Indicators*, Table C5.2a, Percentage of 15-29 year-olds in education and not in education, by work status, including duration of unemployment (2011), Table C5.2b (Web only), Percentage of 15-29 year-old men in education and not in education, by work status, including duration of unemployment (2011) and Table C5.2c. (Web only), Percentage of 15-29 year-old women in education and not in education, by work status, including duration of unemployment (2011), which present the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
7. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Notes: Estimates for small geographic areas, for small groups, or for cross-classified variables will be associated with larger variability. Due to rounding, sub-totals and totals may not match the sum of the individual values.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2013: OECD Indicators*.

Table C.2.3 Percentage of 15- to 29-year-olds in education and not in education, by highest level of education attained and labour force status, Canada, provinces and territories, 2011

		Not in education					
			NEETs (not in employment, not in education or training)				
	Total, in education	Employed[1]	Unemployed[2]	Not in the labour force[3]	Sub-total, not employed[4]	Total, not in education	Total
	percent	percent					percent
OECD average[5]							
Total, all levels of education	47.2	37.0	6.5	9.3	15.8	52.8	100
Below upper secondary	67.5	16.7	5.7	10.1	15.8	32.5	100
Upper secondary and postsecondary non-tertiary	40.9	42.9	7.0	9.2	16.2	59.1	100
Tertiary	23.2	63.6	6.7	6.6	13.3	76.8	100
Canada[6]							
Total, all levels of education	43.7	43.0	5.7	7.5	13.3	56.3	100
Below upper secondary	70.5	15.5	4.6	9.4	14.0	29.5	100
Upper secondary and postsecondary non-tertiary	41.0	44.1	6.8	8.0	14.9	59.0	100
Tertiary	25.3	64.3	5.1	5.3	10.4	74.7	100
Newfoundland and Labrador							
Total, all levels of education	44.3	36.7	8.8	10.1	19.0	55.7	100
Below upper secondary	75.4	7.7^{E}	5.2^{E}	11.8	17.0	24.6	100
Upper secondary and postsecondary non-tertiary	36.0	41.6	11.4	11.1	22.4	64.0	100
Tertiary	21.2^{E}	65.1	8.0^{E}	5.8^{E}	13.7^{E}	78.8	100
Prince Edward Island							
Total, all levels of education	47.1	39.4	7.2	6.3	13.5	52.9	100
Below upper secondary	79.8	10.7^{E}	3.1^{E}	6.4^{E}	9.5^{E}	20.2^{E}	100
Upper secondary and postsecondary non-tertiary	42.9	41.9	10.1^{E}	5.2^{E}	15.3	57.1	100
Tertiary	19.2^{E}	66.0	6.7^{E}	8.1^{E}	14.8^{E}	80.8	100
Nova Scotia							
Total, all levels of education	42.7	41.4	7.4	8.5	15.9	57.3	100
Below upper secondary	74.3	11.8	5.3^{E}	8.6	13.9	25.7	100
Upper secondary and postsecondary non-tertiary	37.8	43.1	9.4	9.7	19.1	62.2	100
Tertiary	18.3	68.6	6.5^{E}	6.6^{E}	13.1	81.7	100
New Brunswick							
Total, all levels of education	42.1	41.8	7.2	8.9	16.1	57.9	100
Below upper secondary	73.9	10.4	5.1^{E}	10.6	15.7	26.1	100
Upper secondary and postsecondary non-tertiary	38.8	41.8	9.3	10.0	19.3	61.2	100
Tertiary	12.4^{E}	76.4	6.0^{E}	5.2^{E}	11.2	87.6	100
Quebec							
Total, all levels of education	45.1	41.6	6.0	7.4	13.3	54.9	100
Below upper secondary	60.6	21.5	7.2	10.6	17.8	39.4	100
Upper secondary and postsecondary non-tertiary	40.4	43.7	7.2	8.7	15.9	59.6	100
Tertiary	40.7	52.0	3.7	3.6	7.3	59.3	100
Ontario							
Total, all levels of education	46.1	40.9	5.7	7.3	13.0	53.9	100
Below upper secondary	74.1	13.2	4.0	8.6	12.6	25.9	100
Upper secondary and postsecondary non-tertiary	49.4	36.3	6.7	7.6	14.3	50.6	100
Tertiary	20.9	67.3	5.9	5.9	11.8	79.1	100
Manitoba							
Total, all levels of education	41.5	46.0	4.7	7.8	12.6	58.5	100
Below upper secondary	68.3	16.7	3.2^{E}	11.8	15.0	31.7	100
Upper secondary and postsecondary non-tertiary	33.3	53.3	6.3	7.0	13.3	66.7	100
Tertiary	21.1	71.2	3.7^{E}	4.1^{E}	7.7	78.9	100
Saskatchewan							
Total, all levels of education	38.7	47.7	5.2	8.3	13.5	61.3	100
Below upper secondary	71.3	14.1	3.8^{E}	10.8	14.6	28.7	100
Upper secondary and postsecondary non-tertiary	30.2	56.2	6.2	7.4	13.6	69.8	100
Tertiary	15.3	72.9	4.9^{E}	6.9^{E}	11.8	84.7	100

continued...

Table C.2.3 Percentage of 15- to 29-year-olds in education and not in education, by highest level of education attained and labour force status, Canada, provinces and territories, 2011 (concluded)

		Not in education					
			NEETs (not in employment, not in education or training)				
	Total, in education	Employed[1]	Unemployed[2]	Not in the labour force[3]	Sub-total, not employed[4]	Total, not in education	Total
	percent		percent				percent
Alberta							
Total, all levels of education	36.1	51.4	5.0	7.5	12.5	63.9	100
Below upper secondary	66.9	20.3	4.0	8.9	12.8	33.1	100
Upper secondary and postsecondary non-tertiary	29.5	56.5	5.9	8.1	14.0	70.5	100
Tertiary	16.9	74.0	4.3^{E}	4.8	9.1	83.1	100
British Columbia							
Total, all levels of education	43.1	43.6	5.6	7.7	13.3	56.9	100
Below upper secondary	75.5	12.0	3.7^{E}	8.8	12.5	24.5	100
Upper secondary and postsecondary non-tertiary	38.0	47.8	6.5	7.7	14.2	62.0	100
Tertiary	21.9	65.8	5.6	6.6	12.3	78.1	100
Yukon							
Total, all levels of education	33.4	49.6	4.2^{E}	12.8^{E}	17.0	66.6	100
Below upper secondary	55.7	27.0	x	x	17.3^{E}	44.3	100
Upper secondary and postsecondary non-tertiary	18.8^{E}	62.0	x	x	19.2^{E}	81.2	100
Tertiary	19.0^{E}	68.3	x	x	x	81.0	100
Northwest Territories							
Total, all levels of education	36.9	45.5	6.9	10.8^{E}	17.6	63.1	100
Below upper secondary	57.3	17.9^{E}	8.6^{E}	16.1^{E}	24.7	42.7	100
Upper secondary and postsecondary non-tertiary	22.2	63.5	6.4^{E}	7.8	14.2	77.8	100
Tertiary	12.9^{E}	80.6	x	x	x	87.1	100
Nunavut							
Total, all levels of education	32.4	30.9	12.0	24.6	36.6	67.6	100
Below upper secondary	37.8	22.1	13.2	26.9	40.1	62.2	100
Upper secondary and postsecondary non-tertiary	22.2^{E}	41.5	x	x	36.3	77.8	100
Tertiary	x	68.4	x	x	x	82.8	100

x suppressed to meet the confidentiality requirements of the *Statistics Act*

E use with caution

1. Those who, during the survey reference week: worked for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or had a job but were temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.).
2. Individuals who were, during the survey reference week, without work, actively seeking employment and currently available to start work.
3. Individuals who were not working and who were not unemployed; i.e., individuals who were not looking for a job.
4. Reflects those who were "unemployed" or "not in the labour force." In the Labour Force Survey (LFS), those individuals who are, during the survey reference week, without work, actively seeking employment and currently available to start work are categorized as unemployed. Individuals who are not working and who are not unemployed (individuals who are not looking for a job) are categorized as "not in the labour force."
5. These averages are from *Education at a Glance 2013: OECD Indicators*, Table C5.5a, Percentage of 15-29 year-olds in education and not in education, by educational attainment and work status, including duration of unemployment (2011), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
6. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Notes: Estimates for small geographic areas, for small groups, or for cross-classified variables will be associated with larger variability. Due to rounding, sub-totals and totals may not match the sum of the individual values.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2013: OECD Indicators*.

Table C.2.4 Trends in the percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, Canada, provinces and territories, 2001, 2003, 2005, 2007, 2009 and 2011

	2001			2003			2005		
	In education	Not in education		In education	Not in education		In education	Not in education	
	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]
	percent			percent			percent		
OECD average[2]									
15 to 29	42.2	43.1	14.7	44.5	40.3	15.2	45.1	39.9	14.9
15 to 19	80.4	11.3	8.9	83.2	8.7	8.2	83.7	8.3	8.2
20 to 24	36.5	46.8	17.2	38.9	43.3	17.8	40.3	42.2	17.5
25 to 29	12.7	68.6	19.3	14.0	66.6	19.4	14.1	67.1	18.8
Canada[3]									
15 to 29	43.3	43.6	13.1	43.2	43.9	12.9	44.0	43.5	12.4
15 to 19	81.3	11.4	7.3	80.0	11.9	8.1	80.3	12.7	7.0
20 to 24	36.4	47.9	15.6	36.7	49.0	14.3	39.2	46.4	14.5
25 to 29	11.6	72.1	16.3	12.7	71.2	16.1	12.5	71.7	15.8
Newfoundland and Labrador									
15 to 29	46.4	30.2	23.5	44.6	32.5	23.0	47.2	33.2	19.6
15 to 19	85.9	4.8^{E}	9.2	81.9	7.3	10.8	85.6	6.9^{E}	7.5
20 to 24	37.5	35.4	27.1	36.0	35.3	28.7	40.6	37.6	21.8
25 to 29	8.0^{E}	55.2	36.7	9.5^{E}	59.4	31.1	10.2^{E}	58.7	31.1
Prince Edward Island									
15 to 29	45.0	37.7	17.4	42.7	39.9	17.5	44.0	39.1	16.8
15 to 19	85.0	7.6^{E}	7.4	81.2	12.1	6.7^{E}	82.7	8.8^{E}	8.5^{E}
20 to 24	34.4	43.4	22.3	32.1	46.9	21.0	34.7	41.8	23.5
25 to 29	7.2^{E}	68.4	24.4	5.9^{E}	67.1	27.0	6.2^{E}	74.2	19.5^{E}
Nova Scotia									
15 to 29	42.7	41.4	16.0	44.1	41.2	14.7	43.3	40.9	15.8
15 to 19	84.5	10.3	5.2	80.1	11.4	8.5	79.4	12.1	8.5
20 to 24	31.8	46.4	21.8	35.1	48.1	16.9	35.7	46.1	18.2
25 to 29	9.4	69.1	21.4	13.4	67.3	19.3	10.8^{E}	67.8	21.5
New Brunswick									
15 to 29	39.1	43.3	17.6	40.4	42.7	16.8	41.9	42.6	15.4
15 to 19	81.6	11.7	6.8	79.3	9.9	10.8	79.0	12.6	8.4
20 to 24	26.7	50.0	23.3	31.7	49.8	18.5	34.9	46.9	18.2
25 to 29	7.5	69.4	23.0	8.4	70.1	21.5	10.0	70.0	20.0
Quebec									
15 to 29	43.0	42.7	14.3	42.5	43.2	14.3	42.1	44.3	13.6
15 to 19	80.2	11.4	8.4	79.1	11.5	9.4	78.0	13.7	8.3
20 to 24	35.8	47.8	16.4	36.7	47.2	16.1	38.1	46.0	15.9
25 to 29	13.6	68.6	17.8	14.4	68.7	16.9	13.8	70.2	16.1
Ontario									
15 to 29	45.0	43.3	11.7	44.2	44.0	11.8	47.3	40.9	11.8
15 to 19	83.2	9.6	7.2	81.0	11.2	7.8	82.8	10.5	6.6
20 to 24	41.2	44.7	14.1	38.9	48.1	13.0	45.0	41.5	13.5
25 to 29	10.8	75.3	13.9	11.9	73.3	14.7	12.6	71.9	15.4
Manitoba									
15 to 29	42.1	46.0	11.9	42.8	46.4	10.8	42.4	45.3	12.3
15 to 19	78.2	15.1	6.7	77.6	16.0	6.4	78.3	14.7	7.0
20 to 24	34.3	53.2	12.5	32.8	54.8	12.4	33.7	52.1	14.2
25 to 29	11.4	71.7	16.9	15.5	70.6	13.9	12.1	71.9	16.0
Saskatchewan									
15 to 29	44.9	43.1	12.0	41.9	46.5	11.5	40.7	48.0	11.3
15 to 19	79.3	14.1	6.5	78.8	14.2	7.0	77.1	15.0	7.9
20 to 24	35.5	50.0	14.6	28.3	58.4	13.2	29.7	57.1	13.2
25 to 29	11.7	72.3	16.0	11.4	73.4	15.2	9.8	77.0	13.2
Alberta									
15 to 29	39.4	49.9	10.6	39.3	50.0	10.7	39.4	50.1	10.5
15 to 19	77.7	16.1	6.2	78.9	14.6	6.5	76.7	18.1	5.2
20 to 24	28.7	58.3	12.9	29.9	57.4	12.7	31.1	56.5	12.4
25 to 29	12.0	75.2	12.8	9.8	77.4	12.8	11.7	74.6	13.7
British Columbia									
15 to 29	42.5	43.2	14.3	45.7	40.8	13.5	43.2	44.7	12.1
15 to 19	80.4	12.1	7.5	80.1	11.9	8.0	80.2	13.0	6.7
20 to 24	34.1	48.7	17.2	40.4	46.1	13.6	36.1	49.6	14.3
25 to 29	11.7	69.7	18.6	14.9	65.9	19.2	12.1	72.4	15.4

continued...

Table C.2.4 Trends in the percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, Canada, provinces and territories, 2001, 2003, 2005, 2007, 2009 and 2011

	2001			2003			2005		
	In education	Not in education		In education	Not in education		In education	Not in education	
	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]
	percent			percent			percent		
Yukon									
15 to 29	44.9	37.9	17.2^{E}	41.8	41.1	17.1	38.7	47.0	14.3
15 to 19	79.0	10.2^{E}	10.8^{E}	71.3	15.1^{E}	13.6^{E}	72.8	20.6	x
20 to 24	26.3^{E}	51.8	21.9^{E}	32.7^{E}	45.8	21.5^{E}	22.8^{E}	57.4	19.8^{E}
25 to 29	x	71.4	23.5^{E}	x	75.6	17.7	x	75.7	19.6^{E}
Northwest Territories									
15 to 29	...	...	...	37.1	47.6	15.4	32.7	48.2	19.2
15 to 19	...	...	...	81.2	9.6^{E}	9.2^{E}	75.0	11.7	13.2^{E}
20 to 24	...	...	...	17.7	63.7	18.6^{E}	15.1^{E}	57.2	27.7
25 to 29	...	...	...	F	73.7	19.0	6.2^{E}	76.8	17.0
Nunavut									
15 to 29	...	...	...	...	...	...	31.9	35.4	31.7
15 to 19	...	...	...	...	...	...	66.7	10.5^{E}	22.8
20 to 24	...	...	...	...	...	...	F	43.3	39.8
25 to 29	...	...	...	...	...	...	x	59.6	34.6

	2007			2009			2011		
	In education	Not in education		In education	Not in education		In education	Not in education	
	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]
	percent			percent			percent		
OECD average[2]									
15 to 29	45.2	40.8	14.0	46.3	38.3	15.4	47.2	37.0	15.8
15 to 19	83.5	8.8	7.9	84.6	7.2	8.3	85.6	6.2	8.3
20 to 24	40.6	43.3	16.0	43.1	39.0	17.9	44.2	37.5	18.4
25 to 29	14.1	68.1	17.8	14.5	65.9	19.5	15.8	64.2	20.0
Canada[3]									
15 to 29	43.7	44.2	12.1	43.1	43.7	13.3	43.7	43.0	13.3
15 to 19	80.2	12.5	7.3	80.2	11.6	8.1	81.4	10.9	7.7
20 to 24	38.5	47.8	13.7	38.0	46.8	15.2	40.1	45.3	14.6
25 to 29	12.2	72.5	15.3	12.0	71.7	16.3	12.7	70.3	17.1
Newfoundland and Labrador									
15 to 29	47.9	33.2	18.9	44.8	31.6	23.7	44.3	36.7	19.0
15 to 19	85.2	7.3^{E}	7.5	79.5	7.7^{E}	12.8	83.6	7.7^{E}	8.7
20 to 24	37.0	37.9	25.1	38.5	32.3	29.2	37.3	38.6	24.1
25 to 29	16.5	58.2	25.3	12.5^{E}	57.6	29.9	11.7^{E}	64.3	24.0
Prince Edward Island									
15 to 29	45.6	41.1	13.3	44.7	40.5	14.8	47.1	39.4	13.5
15 to 19	84.2	12.2	3.6^{E}	82.4	8.1	9.5^{E}	80.9	11.5	7.7^{E}
20 to 24	36.8	44.9	18.2	34.0	48.2	17.8^{E}	37.8	46.9	15.3
25 to 29	7.3^{E}	73.1	19.6	7.9^{E}	74.1	18.1	14.3^{E}	66.8	18.9
Nova Scotia									
15 to 29	45.8	40.8	13.5	41.2	41.7	17.1	42.7	41.4	15.9
15 to 19	82.1	11.1	6.8	80.9	9.1	10.0	81.0	10.1	8.9
20 to 24	37.2	46.1	16.7	28.9	51.0	20.1	35.2	48.2	16.7
25 to 29	12.8	69.6	17.6	9.7^{E}	68.6	21.8	10.8	66.6	22.6
New Brunswick									
15 to 29	45.1	42.0	12.9	39.8	44.5	15.8	42.1	41.8	16.1
15 to 19	83.3	10.8	6.0	80.7	10.1	9.2	82.1	10.2	7.7
20 to 24	38.4	46.5	15.1	27.7	52.4	19.9	33.8	48.1	18.1
25 to 29	10.4	71.4	18.2	8.0	73.5	18.5	9.2	68.1	22.7

continued...

Table C.2.4 Trends in the percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, Canada, provinces and territories, 2001, 2003, 2005, 2007, 2009 and 2011 (concluded)

	2007			2009			2011		
	In education	Not in education		In education	Not in education		In education	Not in education	
	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]	Total	Employed	Not employed[1]
	percent			percent			percent		
Quebec									
15 to 29	43.2	43.5	13.3	44.0	42.0	14.0	45.1	41.6	13.3
15 to 19	80.1	11.6	8.3	77.0	12.7	10.3	79.6	11.7	8.7
20 to 24	37.9	45.9	16.2	43.2	40.7	16.1	41.6	43.7	14.8
25 to 29	14.4	70.5	15.1	13.5	70.9	15.6	16.2	67.5	16.3
Ontario									
15 to 29	46.4	41.2	12.4	46.3	40.8	12.9	46.1	40.9	13.0
15 to 19	81.8	10.7	7.5	84.5	8.5	7.0	84.1	8.6	7.3
20 to 24	44.3	42.0	13.8	41.5	43.5	15.0	44.4	41.7	13.8
25 to 29	11.5	72.4	16.2	12.7	70.6	16.7	11.8	70.6	17.6
Manitoba									
15 to 29	41.9	46.5	11.6	41.4	46.3	12.3	41.5	46.0	12.6
15 to 19	77.9	15.8	6.3	76.2	15.8	8.0	78.9	13.8	7.2
20 to 24	34.3	52.2	13.5	32.5	54.8	12.7	32.1	53.1	14.8
25 to 29	9.8	74.8	15.4	13.5	70.1	16.4	13.2	71.2	15.6
Saskatchewan									
15 to 29	40.5	49.8	9.7	38.4	50.6	10.9	38.7	47.7	13.5
15 to 19	77.0	16.2	6.7	77.1	16.5	6.4	78.6	14.0	7.4
20 to 24	29.3	60.3	10.4	28.3	58.2	13.4	30.9	53.7	15.4
25 to 29	10.7	77.0	12.3	8.7	78.2	13.1	9.8	72.9	17.3
Alberta									
15 to 29	35.9	53.9	10.1	34.3	53.9	11.8	36.1	51.4	12.5
15 to 19	74.5	18.2	7.2	73.9	17.7	8.4	77.8	14.5	7.7
20 to 24	28.8	60.9	10.4	27.1	59.7	13.3	31.2	54.4	14.3
25 to 29	8.1	79.4	12.5	8.9	77.9	13.2	9.1	76.4	14.4
British Columbia									
15 to 29	43.3	46.4	10.3	42.1	45.1	12.8	43.1	43.6	13.3
15 to 19	80.0	14.4	5.6	79.9	13.2	6.8	80.3	12.2	7.4
20 to 24	35.1	53.8	11.1	37.0	49.2	13.8	39.6	45.7	14.6
25 to 29	14.9	71.0	14.2	11.6	71.1	17.3	14.3	68.6	17.1
Yukon									
15 to 29	40.0	45.3	14.7	32.2	50.7	17.1[E]	33.4	49.6	17.0
15 to 19	72.5	15.5	12.0[E]	67.1	24.2[E]	8.7[E]	69.8	18.8[E]	11.4[E]
20 to 24	26.7[E]	53.2	20.0[E]	14.8[E]	58.9	26.3[E]	17.9[E]	60.2	21.9[E]
25 to 29	x	79.7	13.4[E]	x	77.9	17.6[E]	x	72.2	18.2[E]
Northwest Territories									
15 to 29	39.6	47.1	13.3	34.4	47.8	17.7	36.9	45.5	17.6
15 to 19	78.0	14.7[E]	7.4	74.3	13.1	12.6	76.2	12.6[E]	11.3[E]
20 to 24	19.2[E]	55.7	25.1	19.9	54.4	25.7[E]	21.8	52.1	26.1
25 to 29	x	84.7	8.2[E]	x	78.8	15.6[E]	x	78.1	16.8[E]
Nunavut									
15 to 29	31.3	40.9	27.8	30.6	33.6	35.8	32.4	30.9	36.6
15 to 19	68.8	x	24.6[E]	65.9	8.1[E]	26.1	64.6	10.1	25.3
20 to 24	13.9[E]	51.8	34.3	11.7[E]	39.0	49.3	14.4[E]	34.1	51.5
25 to 29	x	70.4	25.5[E]	x	61.4	34.4	x	58.3	36.7

... not applicable

x suppressed to meet the confidentiality requirements of the *Statistics Act*

E use with caution

F too unreliable to be published

1. Reflects those who were "unemployed" or "not in the labour force." In the Labour Force Survey (LFS), those individuals who are, during the survey reference week, without work, actively seeking employment and currently available to start work are categorized as unemployed. Individuals who are not working and who are not unemployed (individuals who are not looking for a job) are categorized as "not in the labour force."
2. These averages are from *Education at a Glance 2013: OECD Indicators*, Table C5.4a, Trends in the percentage of young people in education and not in education, employed or not, by age group (1997-2011), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
3. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Notes: Estimates for small geographic areas, for small groups, or for cross-classified variables will be associated with larger variability. Due to rounding, sub-totals and totals may not match the sum of the individual values.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2013: OECD Indicators*.

Table D.1.1 Compulsory and intended instruction time[1] in public institutions, ages 6 through 15, by age, Canada, provinces and territories, 2010/2011

	Total compulsory instruction time										
	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15 (typical programme)[3]	Age 15 (least demanding programme)[4]
	number of hours per year										
OECD average[5]	782	760	785	801	821	844	880	902	913	919	...
Canada[6]	913	913	921	921	921	922	928	927	915	920	...
Newfoundland and Labrador[1]	935	935	935	935	935	935	935	935	935	935	...
Prince Edward Island[1]	874	874	874	874	874	874	920	920	920	880	...
Nova Scotia	701	701	888	888	888	888	935	935	935	935	...
New Brunswick	678	678	863	863	863	925	925	925	1,018	1,018	...
Quebec	900	900	900	900	900	900	900	900	900	900	...
Ontario[7]	940	940	940	940	940	940	940	940	880	880	...
Manitoba	925	925	925	925	925	925	1,018	1,018	1,018	1,018	...
Saskatchewan[1]	950	950	950	950	950	950	950	950	950	950	...
Alberta	950	950	950	950	950	950	950	950	950	1,000	...
British Columbia	876	876	876	876	876	876	876	876	953	953	...
Yukon[1]	935	935	935	935	935	935	935	935	935	935	...
Northwest Territories	997	997	997	997	997	997	1,045	1,045	1,045	1,050	...
Nunavut	..	..	..	..	..	..	..	..	..	..	...

	Total intended instruction time[2]										
	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15 (typical programme)[3]	Age 15 (least demanding programme)[4]
	number of hours per year										
OECD average[5]	793	774	799	816	838	862	901	928	930	944	...
Canada[6]	913	913	921	921	921	922	928	927	915	920	...
Newfoundland and Labrador[1]	935	935	935	935	935	935	935	935	935	935	...
Prince Edward Island[1]	874	874	874	874	874	874	920	920	920	880	...
Nova Scotia	701	701	888	888	888	888	935	935	935	935	...
New Brunswick	678	678	863	863	863	925	925	925	1,018	1,018	...
Quebec	900	900	900	900	900	900	900	900	900	900	...
Ontario[7]	940	940	940	940	940	940	940	940	880	880	...
Manitoba	925	925	925	925	925	925	1,018	1,018	1,018	1,018	...
Saskatchewan[1]	950	950	950	950	950	950	950	950	950	950	...
Alberta	950	950	950	950	950	950	950	950	950	1,000	...
British Columbia	876	876	876	876	876	876	876	876	953	953	...
Yukon[1]	935	935	935	935	935	935	935	935	935	935	...
Northwest Territories	997	997	997	997	997	997	1,045	1,045	1,045	1,050	...
Nunavut	..	..	..	..	..	..	..	..	..	..	...

.. not available for a specific reference period

... not applicable

1. Unless otherwise specified, instruction time is based on the minimum requirements for instruction time in provincial or territorial legislation, regulation, or policy. In Newfoundland and Labrador, hours reported are typical hours for ages 6 to 14 and average hours for age 15 in a typical programme. In Prince Edward Island and Saskatchewan, hours reported are typical hours for all ages. In Yukon, hours reported are typical hours for ages 6 and 7, and average hours for ages 8 to 15.
2. "Intended instruction time" refers to the number of hours per year for which students ought to receive instruction in both the compulsory and non-compulsory parts of the curriculum.
3. "Typical programme": the programme that most 15-year-olds are following.
4. "Least demanding programme": the programme stipulated for students who are least likely to continue studying beyond the mandatory school age or beyond ISCED 2 (lower secondary education).
5. These averages are from *Education at a Glance 2013: OECD Indicators*, Table D1.3 (Web only), Compulsory and intended instruction time, by age (2011), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
6. The average for Canada is calculated by weighting the figures for provinces and territories by the population of children, as of January 1, 2011, for the single ages 6 to 15 in each jurisdiction. All jurisdictions except Nunavut are taken into account in the Canada average.
7. In Ontario, the figures reported for ages 6 through 13 are based on minimum requirements for instruction time as outlined in provincial regulations.

Source: Organisation for Economic Co-operation and Development (OECD)-Indicators of Educational Systems (INES), 2012 Survey on Teachers and the Curriculum.

Table D.2.1 Annual statutory teachers' salaries[1] in public institutions, by level of education taught and teaching experience, Canadian dollars, Canada, provinces and territories, 2010/2011

	ISCED 1 (Primary education)				
	Starting salary / minimum training	Salary after 10 years of experience / minimum training	Salary after 15 years of experience / minimum training	Salary top of scale / minimum training	Ratio of salary at top of scale to starting salary
	Canadian dollars				ratio
Canada[2]	45,949	69,683	73,174	73,174	1.59
Newfoundland and Labrador	49,198	64,424	64,424	64,424	1.31
Prince Edward Island	46,668	67,443	67,443	67,443	1.45
Nova Scotia	47,545	67,858	67,858	67,858	1.43
New Brunswick	47,358	70,459	73,028	73,028	1.54
Quebec	39,742	57,823	71,255	71,255	1.79
Ontario[3]	43,291	73,141	73,141	73,141	1.69
Manitoba[4]	51,422	79,031	79,031	79,031	1.54
Saskatchewan	48,296	72,982	75,370	75,370	1.56
Alberta[3]	55,834	85,463	87,561	87,561	1.57
British Columbia[5]	41,963	64,131	64,131	64,131	1.53
Yukon	59,863	88,056	88,056	88,056	1.47
Northwest Territories	68,828	97,974	97,974	97,974	1.42
Nunavut	..	..	..	..	...

	ISCED 2 (Lower secondary education)					
	Starting salary / minimum training	Salary after 10 years of experience / minimum training	Salary after 15 years of experience / minimum training	Salary top of scale / minimum training	Ratio of salary at top of scale to starting salary	Years from starting to top salary (lower secondary education)
	Canadian dollars				ratio	years
Canada[2]	45,949	69,683	73,174	73,174	1.59	11
Newfoundland and Labrador	49,198	64,424	64,424	64,424	1.31	9
Prince Edward Island	46,668	67,443	67,443	67,443	1.45	10
Nova Scotia	47,545	67,858	67,858	67,858	1.43	10
New Brunswick	47,358	70,459	73,028	73,028	1.54	11
Quebec	39,742	57,823	71,255	71,255	1.79	15
Ontario[3]	43,291	73,141	73,141	73,141	1.69	10
Manitoba[4]	51,422	79,031	79,031	79,031	1.54	10
Saskatchewan	48,296	72,982	75,370	75,370	1.56	14
Alberta[3]	55,834	85,463	87,561	87,561	1.57	11
British Columbia[5]	41,963	64,131	64,131	64,131	1.53	10
Yukon	59,863	88,056	88,056	88,056	1.47	10
Northwest Territories	68,828	97,974	97,974	97,974	1.42	10
Nunavut	..	..	..	..	...	..

continued...

Table D.2.1 Annual statutory teachers' salaries[1] in public institutions, by level of education taught and teaching experience, Canadian dollars, Canada, provinces and territories, 2010/2011 (concluded)

	ISCED 3 (Upper secondary education)				
	Starting salary / minimum training	Salary after 10 years of experience / minimum training	Salary after 15 years of experience / minimum training	Salary top of scale / minimum training	Ratio of salary at top of scale to starting salary
	Canadian dollars				ratio
Canada[2]	46,134	69,999	73,468	73,468	1.59
Newfoundland and Labrador	49,198	64,424	64,424	64,424	1.31
Prince Edward Island	46,668	67,443	67,443	67,443	1.45
Nova Scotia	47,545	67,858	67,858	67,858	1.43
New Brunswick	47,358	70,459	73,028	73,028	1.54
Quebec	39,742	57,823	71,255	71,255	1.79
Ontario[3]	43,713	73,855	73,855	73,855	1.69
Manitoba[4]	51,422	79,031	79,031	79,031	1.54
Saskatchewan	48,296	72,982	75,370	75,370	1.56
Alberta[3]	55,834	85,463	87,561	87,561	1.57
British Columbia[5]	41,963	64,131	64,131	64,131	1.53
Yukon	59,863	88,056	88,056	88,056	1.47
Northwest Territories	68,828	97,974	97,974	97,974	1.42
Nunavut	..	..	..	..	...

.. not available for a specific reference period

... not applicable

1. "Annual statutory salary" is the sum of wages according to existing salary scales. Salaries are presented in current Canadian dollars without adjustments for cost of living. The average for Canada was derived from the provincial values. Unless otherwise specified, the annual statutory salaries are based on 2010/2011 salary scales in collective agreements between each jurisdiction's teachers' unions and the provincial or territorial government.
2. Weighted averages based on the number of full-time educators: younger than 30 (for "Starting salary / minimum training"); aged 35 to 44 (for "Salary after 10 years of experience / minimum training"); or aged 45 or older (for "Salary after 15 years of experience" and "Salary at the top of the scale"). Reflects public institutions in submitting jurisdictions, as reported in the 2010/2011 Elementary-Secondary Education Survey (ESES). The territories are excluded from the Canada average because the ESES does not report a breakdown by age for the number of full-time educators. The territories are included in the average for "Years from starting to top salary".
3. In Ontario and Alberta, salaries are negotiated at the school board level. The figures provided by Ontario are the midpoint of a range based on the provincially funded grid. In Alberta, the salaries shown reflect averages weighted on the student population in each school board.
4. In Manitoba, the concept of "annual statutory teachers' salaries" is not relevant because the province is not party to the collective bargaining for teachers and does not have the payroll data that would be needed to report on the salary information requested. Manitoba figures reflect the gross annual starting salary and salaries after 10 and 15 years of experience taken from averages across all school divisions.
5. In British Columbia, figures are based on the salary grid for the Surrey School District, the largest school district in the province.

Source: Organisation for Economic Co-operation and Development (OECD)-Indicators of Educational Systems (INES), 2012 Survey on Teachers and the Curriculum.

Table D.2.2 Annual statutory teachers' salaries[1] in public institutions, by level of education taught and teaching experience, US dollars, Canada, provinces and territories, 2010/2011

	ISCED 1 (Primary education)				
	Starting salary / minimum training	Salary after 10 years of experience / minimum training	Salary after 15 years of experience / minimum training	Salary top of scale / minimum training	Ratio of salary at top of scale to starting salary
	US dollars				ratio
OECD average[2]	28,854	35,503	38,136	45,602	1.59
Canada[3]	35,394	53,676	56,365	56,365	1.59
Newfoundland and Labrador	37,896	49,624	49,624	49,624	1.31
Prince Edward Island	35,947	51,950	51,950	51,950	1.45
Nova Scotia	36,623	52,270	52,270	52,270	1.43
New Brunswick	36,479	54,273	56,252	56,252	1.54
Quebec	30,612	44,540	54,886	54,886	1.79
Ontario[4]	33,346	56,339	56,339	56,339	1.69
Manitoba[5]	39,609	60,876	60,876	60,876	1.54
Saskatchewan	37,201	56,216	58,056	58,056	1.56
Alberta[4]	43,008	65,830	67,446	67,446	1.57
British Columbia[6]	32,323	49,399	49,399	49,399	1.53
Yukon	46,111	67,828	67,828	67,828	1.47
Northwest Territories	53,017	75,467	75,467	75,467	1.42
Nunavut	..	..	..	..	...

	ISCED 2 (Lower secondary education)					
	Starting salary / minimum training	Salary after 10 years of experience / minimum training	Salary after 15 years of experience / minimum training	Salary top of scale / minimum training	Ratio of salary at top of scale to starting salary	Years from starting to top salary (lower secondary education)
	US dollars				ratio	years
OECD average[2]	30,216	37,213	39,934	48,177	1.61	24
Canada[3]	35,394	53,676	56,365	56,365	1.59	11
Newfoundland and Labrador	37,896	49,624	49,624	49,624	1.31	9
Prince Edward Island	35,947	51,950	51,950	51,950	1.45	10
Nova Scotia	36,623	52,270	52,270	52,270	1.43	10
New Brunswick	36,479	54,273	56,252	56,252	1.54	11
Quebec	30,612	44,540	54,886	54,886	1.79	15
Ontario[4]	33,346	56,339	56,339	56,339	1.69	10
Manitoba[5]	39,609	60,876	60,876	60,876	1.54	10
Saskatchewan	37,201	56,216	58,056	58,056	1.56	14
Alberta[4]	43,008	65,830	67,446	67,446	1.57	11
British Columbia[6]	32,323	49,399	49,399	49,399	1.53	10
Yukon	46,111	67,828	67,828	67,828	1.47	10
Northwest Territories	53,017	75,467	75,467	75,467	1.42	10
Nunavut	..	..	..	..	...	...

continued...

Table D.2.2 Annual statutory teachers' salaries[1] in public institutions, by level of education taught and teaching experience, US dollars, Canada, provinces and territories, 2010/2011 (concluded)

	ISCED 3 (Upper secondary education)				
	Starting salary / minimum training	Salary after 10 years of experience / minimum training	Salary after 15 years of experience / minimum training	Salary top of scale / minimum training	Ratio of salary at top of scale to starting salary
	US dollars				ratio
OECD average[2]	31,348	38,899	41,665	50,119	1.62
Canada[3]	35,536	53,919	56,591	56,591	1.59
Newfoundland and Labrador	37,896	49,624	49,624	49,624	1.31
Prince Edward Island	35,947	51,950	51,950	51,950	1.45
Nova Scotia	36,623	52,270	52,270	52,270	1.43
New Brunswick	36,479	54,273	56,252	56,252	1.54
Quebec	30,612	44,540	54,886	54,886	1.79
Ontario[4]	33,671	56,889	56,889	56,889	1.69
Manitoba[5]	39,609	60,876	60,876	60,876	1.54
Saskatchewan	37,201	56,216	58,056	58,056	1.56
Alberta[4]	43,008	65,830	67,446	67,446	1.57
British Columbia[6]	32,323	49,399	49,399	49,399	1.53
Yukon	46,111	67,828	67,828	67,828	1.47
Northwest Territories	53,017	75,467	75,467	75,467	1.42
Nunavut	..	..	..	..	...

.. not available for a specific reference period

... not applicable

1. "Annual statutory salary" is the sum of wages according to existing salary scales. Salaries have been converted to US dollars using the 2010/2011 purchasing power parity (PPP) for private consumption for Canada from the Organisation for Economic Co-operation and Development (OECD) National Accounts database. Although this PPP takes into account differences in cost of living across countries, it was not possible to make a similar adjustment for provinces and territories. Unless otherwise specified, the annual statutory salaries are based on 2010/2011 salary scales in collective agreements between each jurisdiction's teachers' unions and the provincial or territorial government.
2. These averages are from *Education at a Glance 2013: OECD Indicators*, Table D3.1, Teachers' statutory salaries at different points in their careers (2011), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
3. Weighted averages based on the number of full-time educators: younger than 30 (for "Starting salary/minimum training"); aged 35 to 44 (for "Salary after 10 years of experience/minimum training"); or aged 45 or older (for "Salary after 15 years of experience" and "Salary at the top of the scale"). Reflects public institutions in submitting jurisdictions, as reported in the 2010/2011 Elementary-Secondary Education Survey (ESES). The territories are excluded from the Canada average because the ESES does not report a breakdown by age for the number of full-time educators. The territories are included in the average for "Years from starting to top salary".
4. In Ontario and Alberta, salaries are negotiated at the school board level. The figures provided by Ontario are the midpoint of a range based on the provincially funded grid. In Alberta, the salaries shown reflect averages weighted on the student population in each school board.
5. In Manitoba, the concept of "annual statutory teachers' salaries" is not relevant because the province is not party to the collective bargaining for teachers and does not have the payroll data that would be needed to report on the salary information requested. Manitoba figures reflect the gross annual starting salary and salaries after 10 and 15 years of experience taken from averages across all school divisions.
6. In British Columbia, figures are based on the salary grid for the Surrey School District, the largest school district in the province.

Source: Organisation for Economic Co-operation and Development (OECD)-Indicators of Educational Systems (INES), 2012 Survey on Teachers and the Curriculum.

Table D.3.1 Organization of teachers' working time, by educational level taught, Canada, provinces and territories, 2010/2011

	Number of weeks of instruction[1]			Number of days of instruction[1]		
	Primary	Lower secondary	Upper secondary, general programmes[4]	Primary	Lower secondary	Upper secondary, general programmes[4]
	weeks			days		
OECD average[5]	38	38	37	185	185	183
Canada[6]	37	37	37	183	183	183
Mandated teaching and working time	36	36	36	181	181	181
Quebec	36	36	36	180	180	180
Alberta[7]	37	37	37	184	184	184
Estimated teaching and working time[8]	37	37	37	187	187	187
Newfoundland and Labrador	37	37	37	187	187	187
Prince Edward Island	37	37	37	184	184	184
Nova Scotia	37	37	37	187	187	187
New Brunswick	37	37	37	185	185	185
Saskatchewan	38	38	38	190	190	190
Yukon	36	37	37	179	184	184
Other[9]						
Ontario	38	38	38	188	188	188
Manitoba	37	37	37	185	185	185
British Columbia	37	37	37	185	185	185
Northwest Territories	38	38	38	188	188	188
Nunavut	..	..	..	..	..	..

	Net teaching time[2]			Working time required at school[3]		
	Primary	Lower secondary	Upper secondary, general programmes[4]	Primary	Lower secondary	Upper secondary, general programmes[4]
	hours			hours		
OECD average[5]	790	709	664	1,215	1,219	1,154
Canada[6]	799	743	747	1,227	1,228	1,234
Mandated teaching and working time	793	709	709	1,253	1,253	1,253
Quebec	738	612	612	1,280	1,280	1,280
Alberta[7]	905	905	905	1,200	1,200	1,200
Estimated teaching and working time[8]	814	834	847	1,160	1,163	1,182
Newfoundland and Labrador	860	823	804	1,177	1,177	1,177
Prince Edward Island	782	765	690	1,182	1,231	1,247
Nova Scotia	795	842	842	1,130	1,130	1,130
New Brunswick	755	817	910	1,160	1,160	1,253
Saskatchewan	855	855	855	1,190	1,190	1,190
Yukon	823	823	823	950	950	950
Other[9]						
Ontario	..	..	..	..	..	..
Manitoba	..	..	..	1,073	1,073	1,073
British Columbia	771	953	953	..	..	..
Northwest Territories	..	..	..	..	..	..
Nunavut	..	..	..	..	..	..

continued...

Table D.3.1 Organization of teachers' working time, by educational level taught, Canada, provinces and territories, 2010/2011 (concluded)

	Total statutory working time		
	Primary	Lower secondary	Upper secondary, general programmes[4]
	hours		
OECD average[5]	1,671	1,667	1,669
Canada[6]	...	...	...
Mandated teaching and working time	1,253	1,253	1,253
Quebec	1,280	1,280	1,280
Alberta[7]	1,200	1,200	1,200
Estimated teaching and working time[8]	...	...	...
Newfoundland and Labrador	...	...	...
Prince Edward Island	...	...	...
Nova Scotia	...	...	...
New Brunswick	...	...	...
Saskatchewan	...	...	...
Yukon	950	950	950
Other[9]			
Ontario	...	...	...
Manitoba	...	...	...
British Columbia	...	...	...
Northwest Territories	...	...	...
Nunavut	...	...	...

.. not available for a specific reference period

... not applicable

1. The number of weeks and days of instruction is mandated in all reporting jurisdictions; that is, it is established by collective agreement or provincial/territorial regulation/law.
2. "Net teaching time" refers to the number of hours per year that a full-time teacher teaches.
3. "Working time required at school" refers to the number of hours that a full-time teacher is expected to work, excluding overtime, non-specified preparation time, and days that the school is closed for holidays (both public holidays and seasonal school holidays/vacations).
4. General programmes cover education that was not designed explicitly to prepare participants for a specific class of occupations or trades, or for entry into further vocational or technical education programmes.
5. These averages are from *Education at a Glance 2013: OECD Indicators*, Table D4.1, Organisation of teachers' working time (2011), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
6. Canada figures are weighted averages based on the number of full-time educators, and reflect public institutions in submitting jurisdictions, as reported in the 2010/2011 Elementary-Secondary Education Survey (ESES). Data for Ontario, Manitoba, British Columbia, the Northwest Territories and Nunavut are excluded from the Canada average. The Canadian average will vary from the averages reported in *Education at a Glance 2013: OECD Indicators*, which are weighted based on the number of educators from 2009/2010.
7. Alberta's net teaching time (hours per day and hours per year) and "working time required at school" reflect the maximum time a full-time teacher can be assigned to teach or to work and may not necessarily be the actual hours a teacher is assigned.
8. Jurisdictions in this subgroup, in which net teaching time and total working time are not mandated in collective agreement or regulation, estimated teaching time based on mandatory instruction time figures as follows: mandatory instruction time (see indicator D1) minus marking and preparation time equals "net teaching time"; mandatory instruction time plus supervision and meeting time plus time for professional development equals "working time required at school".
9. "Other" jurisdictions could not report all categories and so are not included in the Canada average, which is consistent with Canada's reporting to the OECD. In Manitoba, and British Columbia, teaching time and / or working time are estimated consistently with estimation methods of those who reported both (see note 8).

Source: Organisation for Economic Co-operation and Development (OECD)-Indicators of Educational Systems (INES), 2012 Survey on Teachers and the Curriculum.

Committees and organizations

This report was jointly produced by Statistics Canada and the Council of Ministers of Education, Canada (CMEC), in partnership with the departments and ministries of the provinces and territories with responsibility for education and training. Two intergovernmental committees and a Working Group have played a key role in the development of this publication: the Canadian Education Statistics Council (CESC), the Strategic Management Committee of the CESC and the Working Group on System Level Information (NESLI). The CMEC and Statistics Canada project team is also listed.

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